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ANNUAL REPORT

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SCHOOL COMMITTEE

AND

Superintendent of Schools

OF THE

TOWN OF MONTAGUE

For the Year Ending December 31, 1937

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1937

School Appropriation, Not as a Tax but
as an Investment

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
AND
Superintendent of Schools
OF THE
TOWN OF MONTAGUE

For the Year Ending December 31, 1937

Watch the School Appropriation, Not as a Tax but
as an Investment

SCHOOL COMMITTEE

CHAIRMANAlbert E. Clark

CLERKMrs. William P. Argy

COMMITTEE

Name	Residence	Term Expires
Mrs. William P. Argy	Turners Falls	1938
Mrs. Joseph R. Charron	Turners Falls	1939
Albert E. Clark	Montague	1938
Michael J. Conway	Turners Falls	1938
Anthony J. Crean	Turners Falls	1940
Bernhard Dirks	Montague	1939
Clovis N. B. Fournier	Turners Falls	1939
Joseph A. Harlow	Turners Falls	1940
Philip D. Shanahan	Turners Falls	1940

SUPERINTENDENT OF SCHOOLS

Arthur E. Burke, Turners Falls

Office: Turners Falls High School

Secretary to Superintendent of Schools

Catherine M. Kelley

Telephone 319-3

Office open from 8:30 to 12 and 1:15 to 5 p.m., daily. Saturday, 9 to 12. The Superintendent may be seen at his office, by appointment, practically any time. Telephone 270.

CALENDAR FOR PERIOD FROM**January to June, 1938****High School**

Open January 3, 1938	
Close February 18, 1938	7 weeks
Vacation 1 week	
Open February 28, 1938	
Close April 14, 1938	7 weeks
Vacation 1 week	
Open April 25, 1938	
Close June 24, 1938	9 weeks
	<hr/>
	23 weeks

Elementary Schools

Open January 3, 1938	
Close February 18, 1938	7 weeks
Vacation 1 week	
Open February 28, 1938	
Close April 14, 1938	7 weeks
Vacation 1 week	
Open April 25, 1938	
Close June 10, 1938	7 weeks
	<hr/>
	21 weeks

CALENDAR FOR 1938-1939**High School**

Open September 6, 1938	
Close December 23, 1938	16 weeks
Vacation 1 week	
Open January 3, 1939	
Close February 17, 1939	7 weeks
Vacation 1 week	
Open February 27, 1939	
Close April 14, 1939	7 weeks
Vacation 1 week	
Open April 24, 1939	
Close June 23, 1939	9 weeks
	<hr/>
	39 weeks

CALENDAR FOR 1938-1939**Elementary Schools**

Open September 6, 1938	
Close December 23, 1938	16 weeks
Vacation 1 week	
Open January 3, 1939	
Close February 17, 1939	7 weeks
Vacation 1 week	
Open February 27, 1939	
Close April 14, 1939	7 weeks
Vacation 1 week	
Open April 24, 1939	
Close June 9, 1939	7 weeks
	<hr/>
	37 weeks

No School Signal in Turners Falls

Whenever it seems desirable to close school on account of severe weather the "No School" signal will be given.

At 7:15 a.m., two blasts of the gong repeated once (2-2) will signify no session for the High School. The same signal, sounded at 7:45 a.m., or at 12:30 p.m., will indicate no session for the elementary schools. When there is no session for the grades in the morning it is to be assumed that there will be school in the afternoon unless the signal is sounded again.

The signal will be given by the siren of the Fire Department.

No School Signal in Millers Falls

At 7:45 a.m., two blasts of the gong repeated once (2-2) will signify no session for the Highland School. The same signal, sounded at 12 noon, will indicate no session for the afternoon. When there is no session of the Highland School in the morning it is assumed that there will be no session in the afternoon.

The signal at Millers Falls will be rung by the gong of the Fire Station.

LIST OF TEACHERS

Turners Falls High School

Name of Teacher	Position	Where Educated	Began Service
George F. Wrightson	Principal	Holy Cross College, Columbia	
Earl E. Lorden	History	*Clark University (4)	1929
Coach	Physical Ed.	University of N. H.	1922
		*Springfield College (2)	
		*Boston Univ., Univ. of N. H.	
		(3)	
Paul E. Shumway	Science	Mass. State College	1927
		*M.I.T. (2) M.S.C. (2)	
Joseph J. Sheff	Science, Phys. Ed.	Mass. State College	1933
Charles H. Galvin	Science	Norwich University	1931
Carl Walz	Physical Edu. German, Hist.		
		Amherst College	1934
		*Columbia University	
Welcome Ayer	English	Oshkosh Normal, Smith College	1920
		*Harvard, *Univ. of London	
Alice Teed	English	Emerson College	1929
		*Harvard, Boston Univ.	
		*Univ. of N. H. (2)	
Helen McGillicuddy	English	Conn. Col. for Women	1932
Evelyn C. Lindsay	Mathematics	Bates College, Columbia	1928
Florence C. Porter	French	Middlebury College	1934
		*Penn. State, Middlebury (2)	
Alice E. Parsons	French, English	Middlebury College	1934
Louise Clark	Latin	University of Vermont	1933
		*University of Maine	
Bernard F. Foley	Latin, Math., History, Science	Holy Cross College	1937
Olive L. Little	Commercial		
		Bay Path Inst.,	1926
		*Simmons (2) *Harvard, *Vermont Univ., *Univ of Mich.,	
		*Conn. State College	
Marion G. Packard	Commercial	Bay Path Inst.	1921
		*Simmons (2), *Harvard, Vermont Univ., *Univ of Mich.	
Anna L. Shea	Commercial	New York University	1930
Alice H. Reum	Household Arts	Framingham Teachers' College, *M.S.C., *Fitchburg	1937
Waldo J. Perkins	Manual Training	Keene Normal School	1934
Mrs. Margaret O'Keefe	Com. Arith., Algebra	Westfield Teachers' College	1893
Nellie P. Fitzgerald	English, Social Science, Librarian	Westfield Teachers' College, *Mass. State College	1897
Bernice Grogan	Secretary to Principal		1934

* Indicates attendance at summer school.

(2) Indicates 2 summer sessions at same school.

SCHOOL REPORT**The Grammar School**

Rose E. Shanahan	Prin.,	Fitchburg Teachers' Col.	1917
	Grade 7	*Columbia University	
Anna R. Daley	Grade 7	Fitchburg Teachers' Col.	1911
		*Harvard, Clark University	
		*Hyannis (2)	
Mrs. Nellie A. Trembl	Grade 8	Westfield Teachers' Col.	1904
Helen Cassidy	Grade 8	Skidmore College	1930
		*Alliance Francaise	
		*Sorbonne, Paris	
Alice S. Gunn	Grade 8	Mass. State College	1934
Mary T. McGillicuddy	Grade 7	Poston Teachers' College	1933
Blondena J. Argy	Grade 6	Fitchburg Teachers' Col.	1921
		*Hyannis, Fitchburg (2)	
Frances A. Norton	Special	Bridgewater Teachers' College, *Hyannis	1936

New Eighth St. School

Ellen F. Sullivan	Prin.,	Westfield Teachers' Col.	1896
	Grade 5		
Agnes Hanifin	Grade 5	Fitchburg Teachers' Col.	1936
		*Hyannis, M.S.C. (2)	
Mrs. Mary M. Leary	Grade 6	Westfield Teachers' Col.	1897
		*Mass. State College	
Irene E. Hanifin	Grade 6	Fitchburg Teachers' Col.	1933
		*Hyannis, Mass State Col. (2)	

Old Eighth St. School

M. Frances Murphy	Prin.,	Westfield Teachers' Col.	1895
	Grade 4	*Fitchburg Teachers' Col.	
Lucille Grogan	Grade 4	Bridgewater Teachers' Col., *Hyannis Teachers' Col.	1932
Margaret E. Shea	Grade 3	Fitchburg Teachers' Col.	1910
Catherine H. Leary	Grade 3	Westfield Teachers' Col.	1914
		*Columbia University	
		*Fitchburg Teachers' College	

Central St. School

Mrs. Margaret Chapleau	Prin.,	Westfield Teachers' Col.	1900
	Grade 2		
Mrs. Marjorie O'Connell	Grade 1	Framingham Teachers' College	1935
Mrs. Esther E. Sauer	Grade 1	Westfield Teachers' Col.	1905
Grace G. Bitzer	Grade 2	No. Adams Teachers' Col.	1927
		*Hyannis Teachers' Col.	

South End School

Mrs. Josephine Foster	Prin.,	Westfield Teachers' Col.	1902
	Grades 4-5		
Doris M. Bourdeau	Grades 2-3	No. Adams Teachers' Col.	1937
Mary A. Miner	Grades 1-2	Castleton Normal	1923

* Indicates attendance at summer school.

(2) Indicates 2 summer sessions at the same school.

Montague City School

Elizabeth E. Ramage	Prin., Grades 1-2	Fitchburg Teachers' Col. 1917 *Mass State College
Lucy A. Ostrowski	Grades 3-4	No. Adams Teachers' Col. 1934
Katherine I. O'Brien	Grades 5-6	No. Adams Teachers' Col. 1928 *No. Adams Teachers' Col.
Margaret Crean	Grades 7-8	Mass. State College 1937

Highland School, Millers Falls

Mrs. Martha Stebbins	Prin., Grade 8	Dansville Normal 1915 *Hyannis Teachers' College *Northampton Inst. Pedagogy
Agnes K. Griffin	Grades 6-7	Westfield Teachers' Col. 1926 *Hyannis, Fitchburg T. C.
Beatrice Alber	Grade 5	No. Adams Teachers' Col. 1928 *Fitchburg Teachers' Col.
Bella Dessureault	Grades 3-4	Westfield Teachers' Col. 1922 *Mass. State College
Claire E. Dillon	Grades 1-2	Elms Normal, *M.S.C. 1931 *No. Adams, Columbia Univ.

Montague Center School

Edwin A. Cox	Prin., Grade 8	Boston University 1936 *University of Maine (3)
Mrs. Jessie L. Wheeler	Grade 7	Westfield Teachers' Col. 1915 *No. Adams, Fitchburg T. C.
Helen D. Phelps	Grade 6	Plymouth Normal 1933 *Fitchburg Teachers' Col. (2)
Mrs. Anna Wright	Grade 5	Bridgewater Teachers' 1915 Col., *Fitchburg T. C.
Helen E. Strehle	Grade 4	No. Adams Teachers' Col. 1937
Anna T. Dunleavy	Grade 3	Fitchburg Teachers' Col. 1935 *Fitchburg Teachers' Col.
Marjorie E. Studer	Grade 2	Lesley Normal, *Boston 1933 Univ.
Anna Sojka	Grade 1	Fitchburg Teachers' Col. 1930 *Fitchburg Teachers' Col. (3)
Marian E. Cowan	Special Class	Johnson Normal School 1930 *North Adams, Hyannis, *Syracuse, Johnson, Univ. of Vermont

Supervisors

Lydia M. DesOrmeaux	Art	Lowell Teachers' College 1923 Mass. School of Art *N. Y. University (2)
Charles M. Eickford	Music	Severn School of Music 1931 *Institute of Normal Methods (3)
Florence E. Argy	Music	Private Training (Smith Col. Instructors) 1931 *Columbia University *Rochester University (4)
Gladys M. Townsley	Physical Director	Bouvé School of Physical 1933 Education

* Indicates attendance at summer school.

(2) Indicates 2 summer sessions at the same school.

*SCHOOL REPORT***School Nurse**

Susan Maccabe, R.N.

Farren Memorial Hospital 1924
*Simmons Hospital**School Physicians**

Dr. Joseph R. Charron

Turners Falls

1937

Dr. George A. Cooke

Montague

Dr. S. P. Woodbury

Millers Falls

Janitors

Harry Maddern, Turners Falls High School

Arnold Maddern, Assistant, Turners Falls High School

Edward P. Shanahan, The Grammar School

Louis Puhala, New Eighth St. and Old Eighth St. Schools

Edgar J. Mullins, repair man, janitor of Central St. and South End
Schools

Frank Gewehr, Montague City School

J. Henry Leonard, Millers Falls School

Henry Tillson, Montague Center School

Attendance Officer

Walter P. Casey—Turners Falls

REPORT OF THE SCHOOL COMMITTEE

January 8, 1938

To the Citizens of the Town of Montague:

The annual report of the School Committee of the Town of Montague for the year ending December 1937 is herewith presented. The committee held seventeen meetings during the year for the discussion and consideration of school problems. The problems confronting the School Committee during the year 1937 were, perhaps, a little more difficult and of a different nature than they have been at any time for a number of years.

During the past year we lost our Superintendent, Mr. Joseph S. Keating, who resigned the position here to accept a similar position as Superintendent of Schools of the Town of Arlington, Mass. We regret the loss of Mr. Keating's leadership in our educational matters but we feel that he has earned and deserved the promotion which he received. We wish him success in his new field of endeavor.

We feel that in the election of Mr. Arthur E. Burke to succeed Mr. Keating we have secured the services of a man who is well acquainted with our local problems and one who has been recognized throughout this section as an efficient educator. We have been fortunate also in having in the person of Mr. George F. Wrightson a man within the organization to succeed Mr. Burke as our High School Principal. These two men have assumed their new duties with the same zeal and educational interest that has characterized their past performances in the Town of Montague.

The completion and occupancy of the new additions to the High School including the auditorium, gymnasium, library, cafeteria and classrooms has been the outstanding and appreciative accomplishment of the past year. The new facilities were formally opened with dedication exercises on the evening of April 26, 1937 when an interested group attended the exercises and inspected our new rooms. This project will be reported on more fully in other parts of the school report. Your committee is pleased that the Town of Montague now has these splendid educational facilities for its boys and girls.

Our appropriation for the year 1937 was \$174,926.50. The Town of Montague has received the fol-

lowing amounts in the form of reimbursements by virtue of the School Department:

State Reimbursements:

Teachers' Salaries	\$13,689.41
State wards	1,525.76
Americanization Classes	432.50
Town of Erving—Tuition	1,774.27
Town of Farley—Tuition	68.38
Town of Gill—Tuition	3,358.66
Pupil from Greenfield—Tuition	47.20
Cash Receipts	16.75
Balance of Appropriation	5.32

Total Receipts of School Department	<u>\$20,918.25</u>
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Thus, the expenditure for support of the public schools from local taxation amounted to \$154,008.25.

The school costs for 1937 were necessarily larger because of added operating expenses of the new plant.

In accordance with the vote of the annual Town Meeting of March 1937 whereby the town voted for the restoration of all municipal salaries, the School Committee in its meeting of March 11 voted to restore the six per cent voluntary contribution which the employees of the School Department had been donating to the town for the past four years.

The demand for use of the high school athletic field and other school property by organizations outside the school necessitated the appointment of a sub-committee to study the situation. The sub-committee presented to the full board a set of rules and regulations governing the use of the school property and the School Committee has adopted these rules and regulations.

Your committee has continued with its painting program and with the aid of the W.P.A. we are now completing the interior decorating of the Montague Center School. This leaves but one school in our system which remains unpainted, namely the Turners Falls Grammar School. We hope that arrangements can be made with the cooperation of the W.P.A. so that we may complete this project during 1938. Repairs have been made to the New and Old 8th St. School buildings so that now they are in conformity with the requirements of the Department of Public Safety.

During the past year we lost by death a very faithful janitor, Mr. Peter Doran. In recognition of the loss of a loyal servant and friend of the schools the School Committee drew up resolutions to be preserved in the minutes of the School Committee and sent the original to Mr. Doran's mother.

Further reports concerning the progress of our schools will be found in the report of our Superintendent of Schools and in the other appended reports.

In conclusion may I state that I believe that the importance of the role played by a School Committee in educational matters cannot be over-estimated. The fundamental character of our educational system in the last analysis is determined by the judgment, decision and deliberation of the members of the School Committee. In this respect I appreciate the thought and time devoted to school problems by all the members of our School Committee. Their interest in the educational and civic welfare of the community has helped me to enjoy my duties as chairman of the School Committee of the Town of Montague.

Respectfully submitted,

ALBERT E. CLARK,

Chairman of School Committee.

REPORT OF SUPERINTENDENT OF SCHOOLS

Turners Falls, Mass.

January 18, 1938

To the School Committee of Montague:

Ladies and Gentlemen:

In accordance with the rules and regulations I submit herewith the report which the Superintendent of Schools is required to present annually for your consideration. This is my first report and it is the fortieth in the series of annual reports prepared by the Superintendent of Schools of this town. Your Superintendent's report will be a resumé of the records of the year 1937 and will include those tables and statistics which are the typical features of such a report.

You will find the reports of the various departments appended to this report and I invite your study of them because they contain much valuable information and data concerning our educational program. Below are indicated the items which preface this report:

1. Membership of the Board of Education.
 2. Statement of office hours of Superintendent of Schools.
 3. School Calendar.
 4. No-School Signals.
 5. List of school employees and their respective positions.
 6. Report of the Chairman of the School Committee.
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Enrolment and Attendance Statistics and Discussion

The public school membership on October 1, 1937 was 1613 as compared with a membership of 1669 on the corresponding date of the previous year.

**COMPARATIVE ENROLMENT OF PUBLIC
SCHOOLS OF MONTAGUE
1925-1937 inclusive**

Year	High School	Grammar School	New 8th St.	Old 8th St.	Central St.	South End	Mon. City	Millers F.	Montague	Chestnut Hill	TOTAL
1925	309	230	140	119	139	120	98	222	213	11	1601
1926	304	248	134	134	138	117	99	*248	222	9	1653
1927	326	238	114	144	153	112	104	244	219	11	1665
1928	369	245	125	158	148	107	104	241	209	11	1717
1929	426	245	132	166	150	95	104	213	209	10	1750
1930	419	239	*149	*167	*155	*126	*144	199	235	9	1812
1931	440	249	139	154	143	109	115	189	227	12	1777
1932	501	*256	135	161	140	104	108	175	238		*1818
1933	500	253	133	150	136	111	108	158	*240		1789
1934	550	229	139	135	131	108	117	162	230		1801
1935	*553	226	125	143	113	90	107	153	221		1731
1936	540	225	117	142	123	77	97	142	206		1669
1937	545	229	123	129	107	69	98	130	183		1613

* Indicates maximum enrolment.

A study of the above table reveals some interesting facts:

1. Our present enrolment is approximately the same as it was during the year 1925.

2. In 1925 the High School enrolment was 19.3% of the total school enrolment whereas today the High School enrolment comprises over 35% of the school population.

3. The South End School now has approximately one-half the enrolment that it had during its maximum year of 1930.

4. The Highland School at Millers Falls shows a considerable loss of pupils with 118 pupils less than the enrolment of 1926. One also notes the gradual decline in the enrolment of this school from the period 1926 to the present.

5. It is interesting to note that five schools, namely, the New 8th St., Old 8th St., Central St., South End and Montague City Schools, reached the apex of their membership during the same year, 1930.

6. Two years later we note that the Grammar School reached its maximum enrolment which was natural because the five lower grade schools had reached their maximum two years previously.

7. The High School has enjoyed a gradual increase in enrolment from year to year with one or two exceptions. This growth has been a steady, healthy

growth necessitating additional facilities and rooms for High School accommodations.

8. The maximum enrolment of our public school system was in the year 1932 when we had a total of 1818 pupils.

September 1937 found us with a decrease of 205 pupils since the maximum in 1932. This made it necessary for your School Committee to effect some changes. For instance, the Highland School at Millers Falls is now operating as a five-room building instead of an 8-room building. One room has also been closed at the South End School and at present we employ only three teachers for that unit.

The increase in enrolment in the High School is due to the fact that a greater number of boys and girls of secondary school age are taking advantage of the broader scope of our High School of today. On the other hand, the decrease in the number of elementary school pupils may be attributed to several causes among which are the transfer of industries to other sections and the dismantling of old concerns which formerly provided employment for many people. Another factor which cannot be overlooked is that society does not seem to be composed of large families as was the case a generation or so ago. This situation is not peculiar to this town alone as statistics tend to show that there has been an enormous decrease throughout the country in the number of children of elementary school age.

CHANGES IN PERSONNEL

Teacher Resignations

Joseph S. Keating—Superintendent of Schools.

Arthur E. Burke—Principal of High School.

George F. Wrightson—Assistant Principal and Head of Latin Dept.

Lenore G. Murphy—Grade 7, Grammar School.

Gertrude Shea—Grade 5, South End School.

Marie E. Stokes—Grades 7-8, Montague City School.

Helen V. Hennessy—Grades 5-6, Montague City School.

Helen A. Chudzik—Grade 4, Montague Center School.

Teacher Appointments

- Arthur E. Burke—Superintendent of Schools—promoted from high school principalship.
George F. Wrightson—Principal of High School—promoted from assistant principalship.
Bernard Foley—High School; Latin, mathematics, history, science.
Doris Bourdeau—South End School, Grades 2-3.
Margaret Crean—Montague City School, Grades 7-8.
Helen Strehle—Montague Center School, Grade 4.

Teacher Transfers

- Mary T. McGillicuddy—Grammar School, Grade 7—transferred from Highland School, Millers Falls.
Katherine I. O'Brien—Montague City School, Grades 5-6—transferred from South End School.

Janitor Appointments

- Edgar Mullins—Janitor of Central St. and South End Schools and repair man for all schools.
Louis Puhala—Janitor of New and Old 8th St. Schools.

During the past year the School Committee took action on eight resignations and made six appointments and two transfers in the teaching staff of the school system. Our school personnel now has two less teachers than during the previous year.

The School Committee also made two janitor appointments. A year's leave of absence was granted to Mr. William V. Reum by vote of the School Committee at a regular meeting on September 24. This vote was in accordance with the request of Mr. Reum who is convalescing at his home following a period of illness.

The School Department lost a very faithful employee in April 1937 when Mr. Peter Doran passed on to his reward. Mr. Doran had served for eighteen years as janitor of the Schools of Montague. The School Committee deeply regretted the loss of its faithful servant and expressed its sympathy to Mr. Doran's mother in the following set of resolutions:

Whereas, it has been the will of the Almighty to take from our midst our beloved and esteemed friend, Peter Doran, who has for eighteen years acted in the

capacity of janitor of our schools, we desire to express our appreciation of the long service that Mr. Doran has given to the schools of our town and to extend our deepest sympathy to his family in their hour of sorrow.

BE IT RESOLVED that we express this acknowledgment of the loss of a loyal, faithful friend of the children and teachers; and that we offer to his bereaved family our heartfelt condolence.

Be it also RESOLVED that a copy of these resolutions be spread upon the minutes of the School Committee and that the original be presented to Mr. Doran's mother.

Housing Conditions

The school accommodations of the Town of Montague are excellent. The town may be proud of such modern buildings as those found at the South End, Central St., Montague City, Millers Falls and Montague Center, and the new group of buildings at the Grammar and High Schools. The Old and New Eighth St. buildings have not been altered materially but repairs have made them quite satisfactory for our present needs. During the summer modern toilet facilities were installed in the basement of the New 8th St. School and the boiler room of the Old 8th St. School was altered to meet the requirements of the Department of Public Safety.

All of the school buildings with the exception of the Grammar School have been painted. This work has been accomplished under W.P.A. projects whereby the School Department has furnished the materials and the government has provided the labor. At present the Montague Center School is being painted and it will be completed in the early spring. Plans are now pending for a similar project at the Grammar School which, if accepted, will complete the decorating of our school buildings.

Equipment, Conditions and Needs

A. Library

The assembly hall of the old High School was converted into a combination study hall and library with seating accommodations for approximately ninety students. It is common practice to allow seating space in libraries for ten to fifteen per cent of the enrolment; thus, ample provision has been made in this regard. The library is in an ideal location being on the second

floor, centrally located in the building, removed from noise and confusion, close to the study hall and ready communication. The room is well equipped with tables, desks, bookcases, typewriter, magazine racks, files and exhibit cases.

Miss Fitzgerald has proved to be a true librarian. Starting with most meager equipment and inadequate facilities she is building a library service which is going to be valuable to the school. It is evident that she has given much time and thought to the planning of the library service and she seems to have used good judgment in her recommendations for choice of equipment. The selection of the librarian deserves more attention than does the choice of equipment and books. The school librarian must have the qualities of a superior teacher in addition to a working knowledge of library science. The school librarian occupies a specialized position because in addition to the technical responsibility common to library work, she must know the entire range of teaching material and must possess an intimate knowledge of educational aims and relationships and have the ability and resource to translate school demands into efficient library service. A poor librarian may easily work a hardship upon the various school departments. I believe that we were fortunate in having a person in our High School to assume the duties of school librarian.

During the past year we have added some sets of encyclopedias and some reference volumes to our shelves. These books have been augmented by contributions from the Public Library so that we have made a good start in this direction. We hope that the all essential books will be forthcoming so that we may continue to build this phase of our educational service.

B. Laboratories

Our school laboratories are well equipped for individual instruction. Laboratories are important in school activities because they afford opportunities for our boys and girls to explore the natural environment around them including the range of plant and animal life, mechanics, physics, chemistry, manual arts and domestic arts. I like to think of our laboratories as workshops where our boys and girls engage in activities of skill such as wood-working, drawing, sewing, cooking, etc. There is a variation in the individual differences of our boys and girls in the activities of skill

just as there are differences in academic ability and by supplying good laboratories and well equipped workshops we are making provisions for these differences. In a workshop or laboratory equipped with proper tools, apparatus, furniture and materials we shall assist many boys and girls in the pursuit of purposeful activity.

C. **Lunchrooms**

You will find a detailed account of the High School cafeteria in the report of Mrs. Sheila Taber, the operator of the High School cafeteria, and in the report of the High School Principal who is charged with supervision of this unit. The cafeteria is an auxiliary agent created to fulfill an educational need. We have many boys and girls who come long distances to attend the High and Grammar Schools. The cafeteria affords them an opportunity to procure lunches at a very low cost or to supplement with a warm drink those lunches which they have brought from home. We feel proud of this unit and feel that it is serving its purpose well. Mrs. Taber is providing wholesome food to faculty and students at low prices. Mrs. Taber furnishes all food and supplies for the lunches and the School Department assumes the expense of heat, light and power. Mrs. Taber is not paid any salary but she was appointed with the understanding that her remuneration would be in the form of profit received from the revenue of the cafeteria. The office of the State Nutritionist reported very favorably on the operation of our lunchroom.

I might add that the State Nutritionist also visited the lunchroom of the Montague Center School and we received some favorable comments concerning the operation and supervision of this unit. Since the school report will contain no account of the Montague Center lunchroom I am adding a word of explanation here concerning its plan of operation. The food and supplies used are furnished by the Parent-Teacher Association of Montague. Donations of canned goods are also made by other citizens of Montague who are interested in this project. The School Department pays for the preparation and cooking of the food at a nominal rate and this is the only expense involved.

E. **Gymnasium**

Our High School gymnasium is, perhaps, one of the best units of this type in the state. We have splen-

did accommodations and facilities and I am pleased to report that it is being used very extensively by all our High School boys and girls. The intent and purpose of this unit is to offer a physical education program for all our boys and girls and not solely to provide a place for basketball contests.

F. Auditorium

We also have one of the best school auditoriums in this section. It has a seating capacity of 800 and this will take care of our school for some time. I refer you to my report of 1934 when, as your High School Principal, I submitted a detailed account of my version of the value of school assemblies. We need a moving picture projector with modern sound equipment to complete our present auditorium facilities and I hope that sometime in the near future we may find the means of financing the installation of this modern teaching device.

We also need an asbestos curtain for the stage. We are required by law to include this curtain in our stage equipment before we may produce plays or programs that have interior or exterior sets for scenery. We are now restricted to those productions which do not call for interior scenes. We have permission to stage plays whose background can be satisfactorily portrayed by use of the cyclorama. We are somewhat handicapped because of this as there are numerous productions that we cannot consider because of the limitations.

The Curriculum

In the short time that I have had to observe the curriculum and courses of study in your school system I have been impressed with the fact that my predecessor, Mr. Keating, devoted much time and study to curriculum making because I have found courses of study on file for every grade and subject. A good curriculum is valuable to the school and to the supervisors in guiding boys and girls in their educational experiences.

A good course of study should have certain characteristics. To state them briefly: (1) It should state the general aims and objectives to be accomplished. (2) It should specify what to teach. (3) It should specify when to teach it. (4) It should suggest how to teach it. (5) It should provide adjustment to the in-

dividual differences of pupils. (6) It should provide for the measurement and testing of results. (7) It should provide or supply teacher helps and references for the pupils. (8) It should contain suggestions for teaching children how to study.

There are some courses of study that are constantly in need of revision due to various influences such as changes in quantitative standards. In making a revision I should like to keep in mind that such material should be so organized that its function would not be purely academic but that it should have a direct bearing on the real social problems which our children will have to meet in some way or another. Many courses of study seem to be influenced by textbooks. I am under the impression that textbooks are usually selected first and then the course of study is made out to conform with a certain book. I think that it would be better educational philosophy to make out a course of study first which would meet the needs of the pupil in his particular community and then to select a textbook which would best meet the requirements of the course of study.

I believe that every course should contribute something to character education and should be an agency in teaching social ideals. All courses should be designed, established and supported to assist in perpetuating the type of society that maintains our schools. There are many examples of this essential relationship. As we look back into history we find that the educational system of Athens conformed to the class basis of society. In modern times we find some European countries devising unique educational programs to carry forward the type of society desired and to reach the objectives of those who are in power. We should consider the fundamental social principles of America in our own educational programs and project them as aids for guidance in a democracy.

EXPENDITURES BY SCHOOLS, JANUARY TO DECEMBER, 1937

	High	Grammar	New 8th	Old 8th	Central	So. End	Mon. City	Millers	Montagne	General	Total
Teachers' Salaries.....	\$40,812.09	\$12,917.34	\$6,083.14	\$6,011.54	\$6,029.96	\$5,348.59	\$5,821.63	\$ 8,936.09	\$13,227.22		\$105,187.60
Text Books.....	1,031.14	410.98	320.12	54.45	53.21	31.36	113.34	146.44	225.43	\$ 54.43	2,440.90
Supplies and Miscellaneous											
Expense of Instruction.....	2,254.60	698.24	164.36	153.23	109.44	69.90	261.21	160.11	343.48	242.49	4,457.06
H. S. Prin. Secretaries' Sal.	709.80										709.80
Janitors' Salaries.....	2,373.42	1,518.00	616.26	646.29	670.24	868.85	563.34	1,366.67	1,233.00	185.69	10,041.76
Janitors' Supplies, etc. .	751.23	178.76	86.81	74.64	72.55	53.75	55.52	64.57	87.38	11.46	1,436.67
Fuel.....	2,954.00	620.61	476.52	441.70	398.32	363.51	329.96	505.60	772.40		6,862.62
Water.....	218.21	41.10	27.00	27.00	27.00	27.00	27.00	46.88	50.00		491.17
Electricity.....	812.90	339.22	101.36	77.52	57.31	15.65	72.62	24.91	99.14		1,600.63
Gas.....	113.83									34.30	148.13
Telephones.....	96.60					34.62	49.72	26.95	31.10	37.32	279.31
Repairs, Replacements	1,483.34	190.63	53.77	133.77	312.59	383.33	314.17	33.33	809.60	63.23	3,782.76
New Equipment, Furniture, Fixtures,											
Apparatus, Outlay.....	487.50					10.00		1.00		1,968.19	2,466.69
Medical Inspection.....	215.00	83.50	44.50	50.83	42.29	27.45	36.43	100.00	100.00	1,985.00	700.00
Nurse Service.....										1,985.00	1,985.00
Transportation.....	7,191.00	124.05	55.61	126.66	37.68		344.00	1,720.00	3,914.60	105.00	13,618.60
Noon Lunches.....									103.75		103.75
Insurance.....									2,710.31	2,710.31	2,710.31
Evening School Teachers' Sal. .									840.00	840.00	840.00
Evening School Janitor's Sal. .									837.50	1,010.41	67.00
Sundry Expense.....	172.91								46.09	46.09	46.09
School Committee Expense.....									4,054.96	4,054.96	4,054.96
Superintendent's Salary.....									193.20	193.20	193.20
Supts. Office Supplies.....									450.80	450.80	450.80
Supts. Traveling Expense.....									1,576.00	1,576.00	1,576.00
Supts. Secretary's Salary.....									170.00	170.00	170.00
Enforcement of Law.....									245.00	245.00	245.00
Census Takers' Salaries.....									6,667.42	6,667.42	6,667.42
Supervisors' Salaries.....									177.05	177.05	177.05
Supervisors' Expenses.....									177.05	177.05	177.05
School Library.....	400.49										400.49
TOTAL COST PER SCHOOL.....	\$62,078.06	\$17,122.43	\$8,029.45	\$7,797.63	\$7,810.59	\$7,234.01	\$7,988.94	\$13,137.53	\$21,000.10	\$22,722.44	\$174,921.18
Average Membership.....	524	225	120	137	114	74	97	131	189	1,611	1,611
COST PER PUPIL.....	\$118.47	\$76.10	\$66.91	\$56.92	\$68.51	\$97.76	\$82.36	\$100.29	\$111.11	\$14.10	\$108.58

The table of expenditures which is usually included in the Superintendent's report is printed above for your consideration. This table gives the cost of each item of the school budget and, needless to state, it is one of the chief concerns of your school executive. Since school support absorbs so large a portion of the public funds this table deserves your attention and study.

The School Budget

During the past few years no subject has received greater attention from school administrators than that of finance. The increasing cost of schools, due largely to greater enrolment, particularly in the High School where the cost per pupil is much greater than in the elementary school, plus the widening of subject offering and additional facilities with their accompanying expenses of maintenance and operation, have made the financing of education a serious problem. I believe that the School Board of the Town of Montague is doing a remarkable job in the business management of its schools. The members of the School Committee study the school finance problem in a way that would do credit to business executives in commercial enterprises. It is my observation that they realize that they have a great responsibility in their administration of public funds and that they must demonstrate to a critical jury, namely, the people, that the funds are well guarded and have secured satisfactory educational facilities.

Transportation

Statistics from the table of expenditures for 1937 show that 341 pupils were transported at an expense of \$13,618.60. This is a big item in our school budget. Indications are that our transportation item for next year will be even greater than during the past year. According to the United States Office of Education this item of school transportation has come to a point where it is a very big sum in school expenditures. In 1932 it reached the gigantic figure of \$60,000,000.

The cost per pupil for transportation depends upon such factors as geographical features, the size of the town, the length of the routes, the number of pupils to be transported, the type of vehicle, whether buses are under contract or paid for by the day, and other varying factors. Our pupils are collected from

the outlying districts of the Town of Montague and, because of transportation facilities, are afforded opportunities of an education on the same basis as those who live close to the schools. This fact alone seems to warrant the expense because it simply goes back to the fundamentals of American democracy, namely, an equal opportunity for all.

The earliest legal record of the transportation of pupils at public expense is found in the statutes of 1869 in our own State of Massachusetts. It is interesting to note that in Bulletin #6 (1920) of the Department of Education entitled, "The Consolidation of Schools and Transportation of pupils at Public Expense in Massachusetts," we find the following report: "So far as can be determined, the Town of Montague was the pioneer in closing a number of district schools and conveying the pupils to a central school according to a well considered plan of procedure. This was begun in 1875. At the same time, the older pupils living at Turners Falls—a village of Montague—were being transported by rail to the high school department of the central school. By 1879 forty or more pupils were being conveyed from various parts of the town to the graded schools at the Center, at a saving of from \$200 to \$500 annually." I believe that this bit of historical background concerning the consolidation and transportation movement is interesting. It is perhaps difficult to say when and where the first consolidation of schools occurred in Massachusetts but many educators give the Town of Montague credit for being the pioneer in this school procedure.

Although transportation is an expensive item we cannot always measure items in terms of dollars and cents. Perhaps we should be concerned at times with the thought that our pupils have been transported in comfort and in safety. In the final analysis, perhaps, a good bus driver is as important as a good teacher, particularly when we consider the fact that the lives of so many little ones depend so much upon the caution and efficiency of our school bus operators.

Lip-Reading Classes

In September the hearing of all the pupils in grade three and up through the High School was tested by means of the audiometer. The use of this instrument was made available through the cooperation of the State Department of Public Health. I refer you to the

report of the school nurse for a more detailed account of this examination and for a tabulation of the results. Fifty-three cases were found of children with a noticeable loss of hearing. It is safe to say that these children are seriously handicapped in their school work. Perhaps they have been branded as failures in scholastic work whereas the fault is not so much mental as it is due to a slight physical impairment. I do not believe that we have been meeting the problem of the hard of hearing children. It is true that we may have located them near the teacher's desk with the idea of making it easier for them, but, in the final analysis, that is not solving the difficulty. A special technique for educating these pupils has long been needed, yet little has been done toward developing such a program until recently.

Today many school systems employ a part-time teacher who imparts the art of lip-reading to the students who have suffered a hearing loss. The majority of these children have sufficient hearing to enable them to differentiate spoken words. This may be accomplished with or without the aid of an acoustical device and from all reports these children are benefiting a great deal through instruction in this technique. The art of speech reading demands speech precision on the part of the special instructor and also on the part of those who are teaching other subjects to these children. This in itself is a factor worthy of consideration because there would be a tendency to develop better enunciation and better speech habits among all our personnel.

Speech reading or lip-reading classes are being held in connection with the school curricula of some of our neighboring towns. The first public school class in lip-reading was organized only about twenty years ago but its pioneer work has been so successful that it has found its place in many fields. I believe that it would be far-sighted on our part to consider this problem very seriously. It might be well to engage a trained teacher of speech reading on a part-time basis to instruct our boys and girls who are definitely handicapped by a hearing loss. It is possible that those children would show a marked improvement in scholastic achievement and, with a better understanding of what was being said, they would be happier and show an increased interest in activities both in and out of school. We know that it is quite necessary to inter-

pret correctly and to understand the speech of our associates. It is essential in securing a position and in holding a job. It is equally as necessary in smoothing out social contacts, in the enjoyment and appreciation of lectures, concerts, plays and other cultural pursuits. I sincerely hope that we shall be able to take steps to meet the needs of the hard of hearing children.

The Nursery School

The W.P.A. Nursery School which was started on November 25, 1935 is still being conducted five days a week at the Knights of Columbus Home. This school is under the supervision of Mrs. Leonard Cadran. The membership of the school during December 1937 was twenty-two children. During the summer of 1937 the government withdrew its financial support for the purchase of noon-day lunches and it was necessary to curtail our program and to operate on a one-session basis until some agency was found to finance the noon-day lunch. In September the Turners Falls Athletic Club volunteered to purchase the food for the Nursery School until January 1, 1938. I hope that the generosity of this organization in this regard is appreciated by the citizens of the town and particularly by the parents of those children who are having the advantages of the Nursery School.

Mrs. Raoul Couture resigned from the W.P.A. staff on September 1, 1937 to return to her professional work. Miss Margaret Crean resigned her position as instructor to accept a teaching position in our public schools. Mrs. Bessie Bourdeau received the State W.P.A. appointment as cook at the Nursery School and has been on duty since November. Since the reassignment of a cook the noon-day lunches have been resumed and the closing hour of the session has been returned to 2 p.m.

Americanization Classes

The evening school classes in adult alien education were resumed in October with an approximate enrolment of sixty pupils. There are three classes meeting three evenings each week in the New 8th St. School. One of these classes is known as the Beginners' class and is taught by Miss Blondena Argy. A second class is known as the Intermediate group and is instructed by Mrs. Myles Keough. The third group, known as the Advanced class, is supervised by Mrs. Peter Foley

who is director of the program. The attendance has been excellent and it is evident that those enrolled in the classes have registered with serious intent and are very desirous of preparing for American citizenship. I refer you to the report of Mrs. Peter Foley, the director of the program, for a more detailed account of the objectives, achievements and results of this phase of our educational program.

Use of High School Property By Outside Organizations

During the fall the School Committee adopted sets of rules and regulations to govern the use of the High School athletic field and school property by organizations not connected with the public schools. Four permits were granted to the Turners Falls Athletic Club to hold football contests on the High School athletic field on four Sunday afternoons during the football season. Strict supervision and compliance with these rules and regulations made the school officials feel that the privilege was not abused and that the rules and regulations which they had adopted were quite satisfactory inasmuch as these contests were kept under control and were conducted as activities on school property should be conducted. We have had no request for the use of the High School auditorium, gymnasium, cafeteria, or other school rooms by outside organizations since the adoption of the rules and regulations governing the use of such.

Accomplishments

1. Installation of proper lavatory facilities in the New 8th St. building.
2. Fire-proofing of the boiler room of the Old 8th St. building.
3. Continuation of work on the baseball diamond of the High School athletic field.
4. Painting of the Montague Center School.
5. Readjustment of the janitorial service to meet our present needs in the Old 8th St., New 8th St., Central St., South End Buildings.
6. Adoption of sets of rules and regulations governing the use of school property.
7. The institution of a physical education program for the High School boys.
8. Further development of library facilities.
9. Operation of the High School cafeteria unit.

10. Reorganization of the High School curricula for full utilization of our new facilities.

Recommendations

1. That the Grammar School be redecorated under a W.P.A. project.

2. That classes in lip-reading be offered to those children who have a hearing loss.

3. That we consider the installation of a modern moving picture projector and sound recording apparatus in our High School auditorium.

4. That we consider the purchase of an asbestos curtain for stage equipment in the High School auditorium.

5. That we purchase the combustion control apparatus which is on trial at the South End building provided that it proves to be satisfactory.

6. That repairs be made to the floor of the main corridor of the old High School building.

High School Building Committee

During my brief term of office as your Superintendent of Schools and previously while I served as your High School Principal, I have had occasion to meet with the High School Building Committee to discuss problems contingent upon the physical and equipment needs of the new High School building. I wish to take this opportunity to thank publicly the members of this committee for their cooperation with school officials and for the time and thought they have given to the educational interests of our boys and girls. The committee has always conferred with the representatives of the School Department in matters of educational requirements. For the success of this construction the community is seriously indebted to this committee whose efforts have been given to the work in such a whole-hearted, painstaking and energetic manner.

New Conceptions of Education

Formerly we proceeded in educational matters as if we assumed that knowledge was the primary objective of education. English was being taught as if all the pupils would become authors. Perhaps one out of the thousand would become a writer but what of the other nine hundred ninety-nine? They became doctors, lawyers, bankers, grocers, secretaries, housewives—

people in all walks of life, people who had fine ideals of life and conduct and who rendered service and helped to improve civilization. In a similar way mathematics was taught as if we all should be mathematicians. Physics and chemistry were taught as if we were to become scientists and so on, down through the curricula.

There are new objectives in education now. During the past decade educators have stressed the need of character and training in citizenship. I believe that the fundamental purposes of the public school of today are to train the pupil for character and good citizenship, to stimulate his zest for knowledge, to develop his power to think clearly, to give to every boy and girl an understanding of the laws of health and an appreciation of a sound, vigorous body and to inculcate in them such desirable traits as reverence, honesty, thrift, industry, fidelity and a sense of responsibility. We should teach the 3 R's, namely Reading, 'Riting and 'Rithmetic, not as necessary ends in themselves, but with the philosophy that these skills enable us to appreciate the finer things of life. For instance, the ability to read enables us to enjoy fine writing. To be able to write helps us to express beautiful thoughts, and arithmetic should, perhaps, be taught with the thought that the sum of one's happiness cannot be obtained by subtracting from others and that, as far as character is concerned, the right way to multiply the value of one's possessions is to divide them with others, especially with those in need. We should teach geography so that we shall not only know the world but also that we shall know world sympathy and world understanding and world fellowship. We must continue to teach history so that against its gray background of suffering and sorrow and struggle we may better appreciate the mistakes of the past and project a finer future. We must teach science always as a handmaid of religion to reveal how everything works in accordance with the eternal laws of nature. Music, art, and literature must reveal beauty and culture. We shall teach those things that give us intelligence and skill but we should not forget soul culture because out of that comes a more abundant life because character is higher than intellect.

Skill is concerned with those things you can lay hold on such as books, equipment, courses of study, buildings, and the like ; but education is a broader term

involving intangible quantities such as exposing a child to worthwhile activities under the guidance of a skilled and intelligent teacher. The more I see of school the more thoroughly convinced I am that it is the teacher who is the most important factor in the whole process. Schooling is one thing but the real essence of education comes only out of that relationship which is established between a real teacher and a young eager mind. The little red schoolhouse made definite contributions to the lives of many men and women because it contained this real essence of education in the factor of a kind, understanding and sympathetic teacher who made a deep impression on the lives and thoughts of her pupils.

Conclusion

In submitting this, my first report, as your Superintendent of Schools I wish to express my appreciation to the School Committee for their fine support and assistance in my efforts to become adjusted to my new position. I am aware of the additional complexities of my new responsibilities but I assure you that I will endeavor to render the same brand of service that characterized my work as your High School Principal. With your continued cooperation I will try to give the children of Montague the best possible educational opportunities.

At this time I must mention the efficient service that has been rendered to your school administration by the conscientious efforts of Miss Catherine Kelley. Needless to state, she has been of valuable assistance to me in my new duties.

It is a pleasure to report that our public schools are operating today under better physical and housing conditions than ever before. Because of the fine spirit of cooperation and interest on the part of the teachers and the helpful and sympathetic attitude of the parents and citizens of this community I have enjoyed my first few months as your school executive.

Respectfully submitted,

ARTHUR E. BURKE.

REPORT OF PRINCIPAL OF HIGH SCHOOL FOR YEAR 1937

January 14, 1938

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Massachusetts

Dear Sir:

I am submitting herewith my annual report as principal of the Turners Falls High School.

Since I have been in my present position but four months, I shall not attempt to write a comprehensive report of the entire year, but rather will try to tell you of the condition of the high school and report on its accomplishments during that time.

It is a pleasure for me to report that the work of the high school is being carried on by a loyal corps of teachers in the same spirit with which it has always been conducted. Many of the innovations which you instituted are being carried out with the same zeal which has characterized our high school in the past.

High School Enrolment

In September, 1937 we had an enrolment of 536 pupils. This was a decrease of six pupils from the registration of September, 1936. Our enrolment on September 8 was as follows:

Class	Boys	Girls	Total
Freshman	85	82	167
Sophomore	78	57	135
Junior	64	60	124
Senior	45	57	102
Post-Graduate	4	4	8
Total	276	260	536

Pupil Mortality

We have had a loss of seventeen pupils since school opened in September, 1937. Of this number you will note that but four pupils have left our doors to go to work. This is a very small loss when we consider that there are many more boys and girls in school today who, under different industrial conditions, perhaps, would not be in

school. The following reasons were attributed to the withdrawal of the seventeen who left school:

To go to work	4
Had reached the age of 16	3
Transfers	5
Home permits	2
Poor health	2
Post-graduate withdrawal	1

It is interesting to note in this connection that in the Town of Montague approximately 88.6% of all the pupils of high school age are in school, the percentage of boys and girls of high school age not in school being 11.4%. I consider this to be a very high percentage. There has been a tendency during the past few years to educate a greater number than ever before. The holding power of the secondary schools is much greater than it was years ago, and those boys and girls who formerly looked toward their sixteenth birthday with anticipation are rapidly disappearing. Young people today are more serious-minded and have a greater realization of the value of a high school education.

Geographical Distribution of Students as of January 1, 1938

	P.G.	Sen.	Jun.	Soph.	Fresh.	Total
Turners Falls	6	68	78	85	86	323
Millers Falls	.....	11	10	13	22	56
Montague Center	2	10	12	16	22	62
Riverside & Gill	.....	6	5	6	14	31
Montague City	1	9	16	7	12	45
Erving	.....	.....	3	4	8	15
Greenfield	.....	1	.....	.....	1	2
Lake Pleasant	.....	.....	.....	1	.....	1
Total	9	105	124	132	165	535

The above table shows that the Town of Montague is transporting 211 pupils to school. We have a total of 52 tuition pupils: 31 from Riverside and Gill, 18 from Erving, 1 from Greenfield, and 2 state wards.

Enrolment by Subjects

I am also including the following table, which shows the subjects offered in our school, the distribution of students by subjects, the number of boys and girls enrolled

in each course, and the total number of pupils registered in each department:

ENGLISH DEPARTMENT

	Boys	Girls	Total
English I	90	79	169
English II	74	59	133
English III	67	70	137
English IV	48	59	107

Total 279 267 546

FOREIGN LANGUAGE DEPT.

Latin I	21	29	50
Latin II	17	26	43
Latin III	10	15	25
Latin IV	5	4	9

Total 53 74 127

French II	35	46	81
French III	16	17	33
French IV	10	12	22

Total 61 75 136

German II	10	3	13
German III	6	11	17

Total 16 14 30

SOCIAL SCIENCE DEPT.

U. S. History and Civics	48	58	106
Europ. History (from 1700)	35	7	42
Hist. (to 1700)	51	15	66
Social Science	3	7	10

Total 137 87 224

MATHEMATICS DEPT.

Elem. Algebra	32	25	57
Intermed. Alg.	29	19	48
Plane Geometry	25	15	40
Review Math. (Solid Geom. and Trigon.)	24	3	27
Applied Math.	19	4	23
Comm. Arith.	41	56	97

Total 170 122 292

SCIENCE DEPT.

	Boys	Girls	Total
Gen. Science	66	56	122
Biology	66	50	116
Coll. Chem.	34	24	58
Pract. Chem.	32	9	41
Coll. Physics	24	1	25
Pract. Physics	12	4	16

Total 234 144 378

COMMERCIAL DEPT.

Comm. Geog. and Law	24	33	57
Bkkpg. II	22	38	60
Bkkpg. III	11	30	41
Adv. Bkkpg. and Sales.	4	11	15
Bus. Training	5	18	23
Stenog. III	11	56	67
Stenog. IV	1	29	30
Type. III	17	62	79
Type. IV	1	29	30
Total	96	306	402

HOME ECONOMICS

Fresh. Cooking	56	56
Fresh. Sewing	56	56
Total	112	112

SHOP-WORK

Manual Arts	62
Adv. Shop work	21
Total	83

MUSIC DEPT.

Music Apprec.	88	77	165
Band	18	20	38
Orchestra	8	9	17
Total	114	106	220

DRAWING DEPT.

Freehand Draw.	16	31	47
Mech. Draw.	105		105
Total	121	31	152

PHYSICAL EDUCATION

Girls' Phys. Ed.	256	256	
Boys' Phys. Ed.	279	279	
Total	<u>279</u>	<u>256</u>	<u>535</u>

Graduates Attending Higher Institutions of Learning

I am glad to report that Turners Falls High School is rated as a Class A school, and that we are enjoying the certificate privileges granted to this type of public high school. Our graduates are doing satisfactory work at college, and at present our high school is represented in the following higher institutions of learning:

Boston University	Woman's College of New Haven
Colgate University	Michigan State College
University of Vermont	Blue Ridge College
Brown University	Emanuel College
Syracuse University	Villanova College
University of Michigan	Framingham State Teachers' Coll.
University of Alabama	Fitchburg State Teachers' College
John Carroll University	No. Adams State Teachers' College
Purdue University	Mass. Institute of Technology
University of Virginia	Northampton Commercial College
Smith College	Bay Path Institute
William and Mary College	Greenfield Commercial School
Massachusetts State College	Bentley School of Finance
Middlebury College	Vermont Academy
Tri-State College	Hebron Academy
Holy Cross College	Cushing Academy
Simmons College	Deerfield Academy
Dartmouth College	Harcum Junior College
St. Anselm's College	Franklin County Hospital
St. Michael's College	Wesson Memorial Hospital
Tufts College	Farren Memorial Hospital
Williams College	Mercy Hospital
Arnold College	Brattleboro Memorial Hospital
Bryant College	George Washington Medical School
Swarthmore College	Northeastern School of Law
College of Our Lady of the	Juilliard School of Music
Elms	American Acad. of Dramatic Art
	Illinois College of Chiropody and
	Foot Surgery

Accomplishments

In September we were able for the first time to use the entire facilities of our new addition, so generously provided by the townspeople for their boys and girls. In addition to our new rooms, which filled a long-felt want, our gymnasium and auditorium are in use practically every hour of the day. In the auditorium are held our assemblies, music classes, band and orchestra rehearsals, dramatic rehearsals, chorus periods etc. We are able to develop in these two valuable additions to our plant what the classroom is unable to present. The gymnasium is occupied four mornings each week by girls' and boys' gym classes, and every afternoon with girls' or boys' basketball practice, together with the freshman athletic program.

Library

I am very glad to report that we have been able to develop the use of our library, which is located in the former auditorium in what is known as the "old building". We now hold classes in library science regularly, under the direction of Miss FitzGerald. These instructions have been given to all freshmen and sophomores, and were you to visit the library during any school day you would be impressed by the studious and scholarly atmosphere which prevails here.

The library is an essential part of the educational program of modern high schools, since the need of supplementary textbooks by adequate review of materials has long been recognized by teachers of all subjects. The aims of education will never be achieved if we are to confine the learning process to one or two textbooks. We are affording our pupils every facility for building a broad basis of knowledge, and for contributing to pupils' powers of perception and appreciation with the establishment and use of a school library. In our library we have a natural center for unification of school work because all the faculty and students meet on common ground. It is here that the two most important factors of the school library are at work, namely, an increase in the culture of the individual and a knowledge of the worthy use of leisure time. Pupils are being trained in the use of books and their proper care. They are taught skill and resourcefulness in the use of various library facilities and proper habits of care and respect for library materials and property. It is true that our library does not house at present a large collection of books, but I am sure that in a few years we shall be able to build it up to the point where it will be a fully-rounded one and will compare favorably with the finest high school libraries.

Physical Education

Another advance in our curriculum which I am pleased to report to you this year is the organization of physical education classes for boys. While we have always had a program of physical education for girls, under a trained director, our health program for boys has been hampered because of the lack of a gymnasium and has been confined largely to the teaching of the major sports. While these major sports have a health, recreational, social, educational and character value beyond question, only a small percentage of our boys take an active part

in these sports. We were unable to begin this program in September, but with the appointment of Mr. Foley to our staff, it has been possible to permit Messrs. Lorden, Sheff and Galvin, the three men responsible for our major athletic program, to supervise and direct these classes in physical education. These men work under a well-planned schedule each week, which consists of a warming-up period, including five minutes of vigorous exercise—walking, running, skipping etc., a general exercise period, consisting of setting-up exercises, a game period for basketball, volley-ball etc., and at the conclusion a shower period. All boys, except those excused by a physician or for some equally good reason, are required to take physical education during their study period one day each week. I need not mention their gratification and joy in being able to take advantage of the beautiful gymnasium. In our physical education program we hope to develop certain definite objectives, which are very vital in the life of people today. These may be summed up as follows:

1. Health—understanding of rules of health and safety and the development of health and sound safety habits.
2. Worthy use of leisure time—to develop skills for recreational activity; to acquire an interest in sports and hobbies and to develop a participation in events which otherwise would not be acquired without this program.
3. Worthy home membership—to point out the need of understanding, cooperation and willingness to follow or to lead, according to the situation, and to develop habits of sportsmanship.
4. Citizenship—to stress loyalty.
5. Ethical character—to teach courtesy and simple culture. To appreciate the abilities of some and the limitations of others.

Cafeteria

Another very valuable asset to our organization this year is the cafeteria. This has been functioning efficiently and successfully under the direction of Mrs. Elwyn Taber. It is situated in what was the old "gym", and in accordance with the new building plans has been redecorated and finished and has accommodations for two hundred people. The cafeteria manager has confined the menus within the price range of the average student, and to date the average daily patronage is about 100 pupils.

The cafeteria is open during the grammar school recess for the pupils of that building. It is open during the high school recess and at the conclusion of the school day at one o'clock. We have found that it has been unnecessary to lengthen the school day, as the present recess period is adequate to take care of the patrons of the cafeteria. Pupils who do not wish to purchase lunches, but who bring their lunches from home have a pleasant and comfortable place in which to eat, and spend the noon hour while waiting for the special help and detention session to begin. In addition to furnishing our pupils with good, nourishing food, the cafeteria is helping to train our young people in those social niceties which are the mark of good society. Here they mingle with others and observe those graces and table manners, which must be considered an essential part of their education. In addition to the above uses, the cafeteria has also served as a place for luncheon meetings for the different school clubs, and for the annual football banquet, under the direction of Miss Alice Reum and her home economics girls.

Curriculum

The growth of the American high school is one of the most amazing phenomena in the whole history of education. In 1890 there were 4000 high schools, with an enrolment of 300,000 students and 16,000 teachers. In 1932 there were 27,000 high schools, almost 6,000,000 students, and 235,000 teachers. In 1890, 4.5% of the children of secondary school age were enrolled in high school. Today more than half are enrolled in academies, and approximately 25,000 students are enrolled in public junior colleges. Three years ago there were 29,000 post-graduate students, exclusive of those in junior colleges, and the number is increasing rapidly.

There is no other country in the world which approaches the United States in the proportion of its youth attending secondary schools. What is the explanation of these facts, and what do they mean?

The American people have had great faith in education. The educational system is, to a very large degree, the product of our own experiences and ideals. Those who came to our shores established schools. This mighty leveler broke the bonds of an ancient social system and developed responsibility for individual worth and the ideal of equal opportunity for all. The founders saw that education was essential to national welfare, and they regarded

free public schools as the basic guarantee of equal opportunity. This faith in education explains, in part, the American high school, but it does not tell the complete story. The American people have not only believed in education, but also have been able to afford it. For the past hundred years we have been engaged in the conquest of a rich continent, in creating great industrial organizations, in building large communities, in constructing railroads, highways and telegraph systems etc. With an abundance of work and wages, which steadily increased, came the highest standards of living ever known. This resultant standard has enabled these men and women to give their children an opportunity which they felt themselves denied. As a result of this tremendous enrolment, thousands of students today are in high school, not only for this reason, but also because of the fact that industry has been unable to absorb them.

School laws have made education compulsory. If this is the case we can realize that there are many students for whom the regular high school curriculum is not suited or was never intended. If we are to fit these young people for a life of usefulness, we must go a step further in our curriculum, and furnish them with something which will aid them directly. Surely these boys and girls cannot be entirely served by academic or book subjects, and we should look forward in the future to a development of some sort of industry training, industrial arts, manual arts etc. To explain:

1. With this training, we could develop skill in the use of common tools, which would serve a worthy home membership.
2. We should teach these boys to better understand the materials and process of manufacture for the economical necessity of it, and teach the usefulness of skilled labor and the conditions and problems of industrial employment.
3. We should teach them to develop an industry-creating selection of manufactured products for home and business consumption.
4. We should teach them to make an intelligent choice in the position of their life, occupations for wider knowledge of the requirements of industry, and a better understanding of individual abilities and capacities.

5. We should inculcate worthy personal traits, such as habits of industry, initiative, resourcefulness, independence, exactness, economy and cooperation.

With these points in mind, I feel that there is a definite need for an enlargement of these exploratory subjects. We are taking care of the boys in our manual arts department in a very effective way, but we have had an increasing number of boys who wish to continue with this type of work. This is being done with the facilities which we are able to afford them. We believe we have made a beginning in this program by asking leaders of various industries to speak to our student body on the types of work in their field. This is also taken care of to a great extent in our home room discussion periods, but I feel that the time is near when we will find it necessary to develop some sort of practical training.

Visual Education

One of the facilities which is now considered an important part of modern high school education, and I hope in the near future we shall be able to have as a part of our instructional system, is that of visual education, or the use of moving-picture cameras, slides, and other necessary equipment as an aid to formal teaching. In thousands of schools today all over the country this has become a vital part of instruction, and it is one of the greatest supplements to teaching which has come into being in the past decade. Visual education is not an attempt to have moving-picture shows, but rather a graphic way of bringing to the students' minds the important facts in the various fields. In addition to a unit in the auditorium, we should have a projection machine, which could be transported to the various classrooms, and consequently be used by teachers in all fields. This need not necessarily be thought of as limited projection of slides and films, but should include as well those other aids which have long been recognized as important, namely, the use of specimens, charts, maps, models, clippings etc. These visual materials will seldom supplant the textbook and never supplant the teacher, but they will supplement and increase the effectiveness of a teacher's work. The use of these materials will not bring about any miracles in education, but rather will follow the pre-teaching in showing the pupil how the various theories actually work. Not only will it be necessary to have projection machines, but any good visual education program will need a library of films,

carefully selected. It is possible to rent films from agencies, but the ideal visual education program is carried on much more efficiently where there is a library of films under the direction of one person, and from which the films can be dispatched and checked more efficiently.

Conclusion

During my short period as principal, it has been rather surprising to note that few parents visit our high school to discuss the problems of their children. With few exceptions, we have no opportunity to talk with the parents unless their children have been guilty of some infraction of discipline. I should like the parents of our high school pupils to feel that they are welcome here at all times, because there are many points of information which parents can give us about their children that will help us in our guidance program. Too often we are apt to criticize the work of our children at school without any definite attempt to obtain a knowledge of the facts of the case. It has been my experience that, after consultations with the principal or teachers, parents leave the high school with an entirely different conception of their children's problems. I should like the parents to feel that they are welcome at our assemblies, where they will feel the pulse and the very heart of the school in operation. Our teachers will be able to teach more effectively if we can obtain a better knowledge of the conditions of the individual pupils. These children are our special interest. Next to their parents there is no one more interested in them.

As I review the first few months of my administration, I wish to pay tribute to a fine, loyal corps of teachers, whose helpful spirit and pupil interest is unsurpassed anywhere. Although their work is carried on in relative obscurity, the tremendous importance of their work with these young people cannot be diminished. Each one of them has a vital interest in every activity in this school. I feel that the parents of the Town of Montague are fortunate in being able to entrust their children to this fine group of men and women.

For some years the American Legion has aided us in many ways, especially at our football games, helping in the collecting of tickets and in supervising the crowds at games. It is a fine public service, and the students join me in expressing their thanks to these men. I also wish to express my thanks to Chief of Police, William J.

Callahan and his department, who donated their services at our annual Thanksgiving Day game, and for their excellent cooperation at all times; also to the members of the Rotary Club for their many acts of kindness; to Superintendent of Streets, Mr. John Casey, and to all others who have aided us in any way. All of these things make the job of education easier.

Mr. Maddern has performed his duties as janitor with the same spirit as of former years, and Miss Bernice Grogan has been very conscientious in her duties as secretary, and has proved to be of great assistance in my administrative work.

I deeply appreciate your interest and helpful suggestions in the conduct of the high school, with which you were so long associated and the problems of which you have such excellent knowledge. I also appreciate the confidence which the School Board of the Town of Montague has placed in me, and I trust that we shall be able to carry on in the same high level as in the past.

Respectfully submitted,

GEORGE F. WRIGHTSON,
Principal.

REPORT OF THE ATHLETIC DIRECTOR OF HIGH SCHOOL

Turners Falls, Mass.

January 11, 1938

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Sir:

Fifty candidates reported for football at the opening of school. No freshmen were included in this group. Thirty-eight stayed out during the entire season and were completely outfitted by the school.

This squad played good football throughout the season, losing only to Springfield Technical High, which won the Western Massachusetts championship. Seven games were won, one tied, and one lost. Following is the season's record:

T. F.	14	Adams	0
T. F.	19	Branford	0
T. F.	7	Technical	18
T. F.	19	Gardner	6
T. F.	7	Agawam	7
T. F.	33	Westfield	0
T. F.	26	Holyoke	0
T. F.	18	Athol	6
T. F.	13	Greenfield	12

The Greenfield game was a thrilling contest, played on a frozen gridiron, before a fine crowd estimated at 5000. The bands of both schools gave excellent entertainment.

The Reserves, composed of sophomores and juniors of the squad, were very well drilled by Mr. Joseph Sheff. This group played a five game schedule as follows: Deerfield Academy Juniors 13-13; Greenfield Reserves 0-0; and winning from Deerfield High Varsity 13-6; Athol Reserves 26-12; and Arms Academy Varsity 6-0.

The annual Football Banquet was held for the first time in the new cafeteria in the High School. The Rotary Club members were the guests of the football squad. A delicious meal which was prepared by the girls of the Home Economics Class, under the efficient direction of Miss Alice Reum, was served to about 100. Several movie

reels of football were shown, short speeches were given, and music furnished by members of the High School Orchestra rounded out a most successful evening.

The entire football squad was the guest of the State College at its annual game with Tufts College.

Valley League competition for Turners Falls began with the basketball season. The team finished in tie with Chicopee for last place, Westfield going through an undefeated season. Early games were played away from home. The new Gym was officially opened early in February with the Greenfield game. The game was won by Greenfield. Twenty games were played, seven of which were won—from Chicopee (1) Gardner (2) Deerfield High (2) Orange (1) and Easthampton (1). Games were lost to Greenfield (2) Holyoke (2) Technical (2) Westfield (2) Northampton (2) Chicopee (1) Commerce (1) and Adams (1). Preliminary games were played by the Reserves to all these teams.

For the tenth consecutive year, Turners Falls was invited to the Massachusetts State College Tournament, this time in the four-team tourney. We were defeated in the finals by Adams in an overtime period.

At the close of the varsity basketball season, intramural leagues were formed for those boys who had not played during the season. The winners of these leagues played the winners of corresponding leagues from Greenfield High. Thus all boys who wanted to play basketball were given the opportunity. I believe this plan will be of much aid to future teams.

Turners Falls went through the Valley League baseball season undefeated, winning the league championship. During the regular schedule, fifteen games were played. Wins were turned in over Holyoke (1) Gardner (2) Athol (2) Westfield (2) Northampton (2) Chicopee (2) and Greenfield (2). Two games were lost to Orange.

We were invited to participate in the Western Massachusetts Baseball Tournament held at League Park in Springfield. Sacred Heart and Smith School were defeated in the first rounds and in the finals Technical High was downed 2-1. Turners Falls met Lynn English High School on June 19 at National League Field in Boston for the State Championship. We were defeated after twelve innings by a score of 5-4.

At the close of this successful season, the baseball squad was again the guest of the Rotary Club at a very

fine banquet held at the American House. Rotary sweaters were awarded to Frank Bush for high scholastic standing and to Matthew Mucha for leadership and baseball ability. Eb Caraway, State College baseball and football coach, gave an interesting talk to the boys. This recognition of the baseball team by the Rotary Club means a lot to the boys and to the school.

For the eleventh year, Mr. Wallace Marston donated two gold baseballs, the Marston Awards. These were awarded to Howard Haskins for high scholarship and to Charles Gloski for baseball ability. We are indebted to Mr. Marston for his interest in baseball, since his awards have really stimulated an interest in the game, as well as in scholarship and effort.

The track team, coached by Mr. Joseph Sheff, competed in five meets: Greenfield Invitation Meet; State College Annual High School Meet; M. S. C. Relays at Amherst; W. M. I. S. T. M. at Springfield College; and the annual meet in connection with the Greenfield Fair. The latter meet was won by Greenfield.

The tennis team coached by Mr. Carl Walz completed a successful season. Six matches were won, two lost and one tied.

Freshman athletics, as in the past several years, have been very well taken care of by Mr. Charles Galvin. This group has its own football, basketball and baseball schedules. In football, thirty boys reported. A five game schedule was played with Deerfield Academy Juniors, two game; Deerfield High Reserves; Arms Academy Reserves; and the Sophomores. There is not enough equipment for the freshman squad for practice, and they use varsity equipment for their games. I am sure that this year of Freshman athletics is working out to the advantage of future varsity teams. Mr. Galvin is giving good drill in the fundamentals of all sports.

We have had some athletic honors bestowed upon some of our boys during the year. Captain Robert Leary was chosen All Western Mass. quarterback; Howard Haskins and Charles Gloski as the All Western Mass. battery. Charles Gloski was chosen as the outstanding schoolboy athlete in Western Massachusetts.

I am glad to report some work done on the baseball field. It is hoped that this field may be put into condition for games this spring. The football field was in good condition but will need reseeding before another season.

We need a good wire fence around the entire Athletic Field.

Following is a list of those boys who have received letters and certificates during the past year:

Football Letters

Robert Leary, Captain	John Dolan
Paul Nadeau	Francis Dolan, Jr.
Marcel Hoynoski	Francis Burnham
Telesphore Ryan	Paul Shumway
Philip Shanahan	Richard Stoughton
Albert Welch	Joseph Kosewicz
Edward Ducharme	Gerald Couture
Charles Gloski	Harold Fugere
Lawrence Sicard	Elphege Bonnette
Edmund Olchowski	Michael Kulis
Henry Parzick	Kenneth Parsons
Chester Kulch	William Prohovich
Roy McCarthy, Manager	

Tennis

Joseph Foley	Edward Sicard
Bernard Cotton	Raymond Corbett
Kenneth Parsons	

Track

Frank Bush	Henry Boucher
Edward Bordeau	Edward Sicard
Gerald Cadran	James Woodin
John Delpha	Maurice Campbell
Alexander Kostaskey	Raymond Morin
William Beaubien	Francis Fowler
John Ladd	Howard Luippold
Joseph Novak	Edward Bergiel, Manager
Daniel Tanyuk	

Baseball

Charles Gloski	Francis Dolan, Jr.
Howard Haskins	John Dolan
Frank Bush	Robert Leary
Mathew Mucha	Edward Kondrat
Joseph Kosewicz	Stanley Zurko
Michael Kulis	William Prohovich
Harold Fugere	Chester Kulch
Edward Bergiel, Mgr.	

Basketball

Charles Gloski
Frank Bush
Chester Johnson
Gerald Couture
John Dolan

Chester Kulch
Michael Kulis
Joseph Foley
William Prohovich
Edward Yarnac

Stanley Zurko, Mgr.

At this time may I express my appreciation to you for your interest and help during the past season. Through this report may I also extend appreciation to the American Legion for their services during the football season; to Dr. M. E. Sullivan who donated two official basketballs for Valley League games; to Chief of Police William Callahan and his police force for their services donated at the Greenfield football game; to the State College for invitations to football and basketball games for the boys; and to Donald Taber, Harold Pervere and Joseph Grogan who gave a lot of help during the football season.

Mr. Wrightson and the entire faculty have been very cooperative at all times, as has Mr. Maddern.

Respectfully submitted,

EARL E. LORDEN,

Athletic Director.

REPORT OF MANUAL TRAINING DEPARTMENT

January 11, 1938

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Sir:

I herewith submit for your approval my report as Industrial Arts instructor in the Turners Falls High School.

The aim of the Manual Arts course for freshmen is to make worthwhile articles which they desire for their homes, to develop the ability to appreciate what is done by others, to develop an appreciation of the beauty of common things, and to reveal to the boys their special interests and abilities.

In my previous reports, mention has been made about recent trends toward use of classroom work books in Industrial Arts. The reasons for this trend in the beginning was purely for economy but has been so developed that it becomes now an essential part of the course. I have shown how notebooks were developed in my classes to keep up with the times and the results have been very gratifying, although I have always felt too much class time was used in their making. In considering the Industrial Arts slogan of "Learning by Doing", either the "Learning" part or the "Doing" part has been over-emphasized. With only the teacher as the instructional and informational source, the learning process was under a severe handicap. Then with the use of work books, developed during class time, the learning process was over-taxed and not sufficient time given the student for gaining manipulative skill.

Since October, when we received our class work books "Instructional and Informational Units for Hand Woodworking", the students in the Industrial Art courses have been utilizing their class time. Their learning process has been increased and their manipulative skills will increase with the added time for "Doing". The need for work books of this type was felt this year due to the larger classes and because of mixed groups of students. In classes of this nature, much time has been saved and individual differences taken care of. The students' attitude has been improved and as a result, better work can

be expected and more information retained. This can best be determined as the year advances.

Instructions in lathe turning are given as soon as the informational and instructional units have been covered in the class work books.

A display of projects made during the year was held in the High School library last spring. Each student was requested to place an article on display. Of this group, four were donated prizes as being worthy projects skillfully made. Many received honorable mention. Those receiving awards and honorable mention were then displayed downtown. Mr. Roland Campbell and Mr. John Thomas acted as judges and distributed the awards. The following prizes were donated: a set of hand carving tools by the Franklin County Lumber Co., a hand plane by E. M. Gulow & Co., a hand saw by F. I. Webster Co., and a paint brush and quart of varnish by Couture Brothers.

The aim of the Advanced Shopwork course for upper classmen who have successfully completed one year of Manual Arts, is to develop a handiman's skill; a further knowledge of tools, machines, and processes; a wholesome attitude toward manual work; interest in construction and repair jobs; good taste in the selection of products of the industry; an ideal of thorough and competent workmanship.

The students taking the course this year have been placed in the same group as those taking Manual Arts. Since they also have access to the class work books, much progress is made on their part because of no interruptions by class discussion or demonstrations on relative information already covered.

Upper classmen are given careful instructions on machinery operations and safety first is taught. They are allowed to use the woodworking machines under close supervision. All machinery and tools are in excellent condition.

One day a week is set aside for Mechanical Drawing, and all students taking Industrial Arts devote two periods on this day. In this way, it is possible for other students to take the course. Due to extra large mixed groups this year, I am making blue prints of the fundamental problems to be drawn, thereby eliminating the purchasing of more text books and also giving each student individual directions and cautions otherwise missed. To the beginners, only the fundamentals of Orthographic

Projection are taught. To advanced students and depending on experience and ability they receive instructions in the following order: Auxiliary Projection, Revolutions, Machine Drawings, Developments and Intersections, Tracing and Blue Print Making.

The aim of this course is to enable the student to read simple blue prints, to gain sufficient skill to express clearly to persons familiar with drafting the essential ideas about objects drawn, a knowledge of drafting tools and processes, an interest in expression of ideas through drawing, and good taste in the arrangement of work.

At this time I wish to thank you, Mr. Burke, and Mr. Wrightson for your sincere cooperation and interest in this department.

Respectfully submitted,

WALDO J. PERKINS.

REPORT OF HOME ECONOMICS DEPARTMENT

5 Ninth Street
Turners Falls, Mass.

January 7, 1938

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Mr. Burke:

I hereby submit my first report as teacher of Home Economics in the High School of the Town of Montague for the year ending December 31, 1937.

When I began in January, 1937, I tried insofar as it was possible, to follow the general plan of my predecessor. In foods the girls had studied and prepared the breakfast, and so I proceeded to teach them how to plan, prepare and serve a luncheon. As a climax to this unit, they prepared and served a complete meal, entertaining an invited guest.

Later in the course, we studied the dinner unit, and applied our knowledge to practical use when we served a chicken dinner in the new cafeteria to the superintendents and principals of this section of the State who had been invited to inspect the new additions to our school plant.

Besides teaching the pupils how to prepare appetizing foods, I have also aimed to give them a knowledge of food values, and reasons for including certain classes of foods in the normal diet.

In clothing, the girls were allowed to choose and make the type of garments which were within their ability. They made sleeping or lounging pajamas, and dresses or culottes.

In the fall of 1937, when school reopened, we learned how to operate the sewing machine, both treadle and electric. After that the girls were given the opportunity to choose whether they would make smocks or aprons to be worn while cooking in the laboratory. They decided on smocks, so a period of time was spent on the planning and constructing of these. The girls seemed very proud of their work when they had finished, as many of them had never made an article of clothing before.

The football banquet is one of the big meals we serve in our course and as this event comes already in December, I decided to teach the dinner unit first this year so that the pupils would have a working knowledge to draw upon. We studied quite thoroughly different phases relative to dinners, and on December fourteenth served the banquet to approximately one hundred people, members of the Rotary Club being invited guests.

After this we made sixteen hundred candy bags for the community Christmas tree celebration which is an annual event in town.

Also, I have organized a Home Economics Club for those girls interested in this type of extra curricula activity. At these meetings various home problems are discussed followed by a social time.

It has been a great pleasure working in Turners Falls. The parents have co-operated well, sometimes at a sacrifice to themselves. Also, our former Superintendent, Mr. Keating, our present Superintendent, Mr. Burke, and our Principal, Mr. Wrightson, have assisted me in problems which required council from people with greater experience in the teaching field. It has been a great pleasure to feel they were one hundred percent behind me, and I wish to express my thanks to them at this time.

Respectfully submitted,

ALICE H. REUM.

REPORT OF MANAGER OF CAFETERIA

High School

Turners Falls, Mass.
January 15, 1938

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Sir:

The High School Cafeteria is now four months old and so may be duly regarded as a working part of the school system. As the Cafeteria is a new venture for this community, the first months, of necessity, were largely experimental and educational. However, I feel that in this short time it has proved itself a vital part of the school life. Perhaps the best report of what is being done can be given in an account of an average day.

I arrive at school at 8:15 and one of my assistants reports at 8:45. By ten o'clock cocoa, soup and sandwiches are prepared. The day's supply of bread, milk, ice cream, groceries and meat has arrived and been checked and cared for; the counter has been set up and correct signs have been put on display. Soon after ten o'clock our Grammar School customers arrive, usually from fifteen to twenty-five in number. Many of these children have a bottle of milk or bowl of hot soup.

At 10:30 my second assistant arrives and the preparation of the plate lunch and desserts or soup for the next day is begun. High School recess at 11:15 brings our biggest rush of the day. At this time two girl students assist in serving and two boy students act as bus boys while I occupy the cashier's desk where I can oversee all that goes on. At no time has there arisen any problem of discipline and the pupils keep the line moving past the counter so that all are served in a very short time and in a most orderly manner.

From the close of recess until twelve o'clock the tables are wiped, dishes sorted and stacked, and any special dish for one o'clock is prepared.

Between twelve and one o'clock we have a straggling of Grammar School pupils who live at a distance from the school and find it a great convenience to get a hot meal at noon. We also have a few who bring their own lunches and purchase milk or cocoa to supplement them. At one o'clock the High School pupils who are staying over for detention or for various rehearsals and club meetings make use of the Cafeteria. A few buy the plate lunch; many have soup, a sandwich, and milk or cocoa; and quite a large group bring lunches from home and buy milk or a dessert. It is the pupils who use the Cafeteria at this hour who appreciate it most of all as it enables them to sit down and eat in a warm and attractive place and to have hot food.

The number of pupils served each day fluctuates due to weather, school activities and the state of the family pocketbook but we serve around one hundred every day. The majority of purchases are five and ten cent ones. Few pupils spend over fifteen cents a day. I have kept the prices very low so that any

child who needs the food may have it. All soups are made in the Cafeteria kitchen and sell for five cents for a large bowl with two crackers. All regular sandwiches, hot hamburger roll sandwiches and frankfurter roll sandwiches sell for five cents. Hot roast meat sandwiches with gravy sell for a dime as do stews, macaroni and cheese and many other hearty dishes. A plate lunch consisting of meat, potato and a vegetable is priced at fifteen cents. Nearly all desserts and all beverages are five cents.

I remain each day until the dishes are washed by our student clean-up crew, usually about 2:30, and see that everything is in order for the next day.

At the beginning of the school year some things were lacking in our kitchen furnishings. A senior boy has built a very good shelf and pot rack under Mr. Perkins' direction. We have also had a towel rack from the same source and hope to have another shelf soon. The installation of a drinking fountain in the Cafeteria has been a great improvement. Our greatest need at present is an electrical outlet in the kitchen as the present arrangement for the electric mixer is neither safe nor convenient. We need a better way of locking up supplies and some means of ventilation in the kitchen.

I feel that much has been done in the four months that the Cafeteria has been in operation but this is but a beginning and each month will prove more that it is filling a real need. It has been very gratifying to have many parents express this opinion to me.

Whatever success the Cafeteria may have achieved has been made possible through the wonderful cooperation that I have received from you and from Mr. Wrightson and I wish to take this opportunity to thank you both.

Respectfully submitted,

(Mrs.) SHELIA M. TABER.

REPORT OF ART SUPERVISOR

Turners Falls, Mass.
January 14, 1938

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Sir:

I herewith submit my annual report as Supervisor of Art in the Schools of Montague.

During the past year the work in the Art Department has been carried on according to a course of study based on that planned by the State Board of Education. Our course of study aims to give each pupil in the grades a balanced art education. I think I can best explain what I mean by quoting from an editorial by Pedro J. Lemos, one of the leaders in art education:

"Until Art plus Education is combined in school art education, it is unbalanced and cannot remain upright long. Over-emphasis on the one or the other results in a break-down of successful growth. We must keep the art pendulum from swinging to extremes. There are strong indications of the pendulum swinging to Art with no Application. Painting and drawing only with no relation to the things of utility, to the environments of everyday life, leaves art education a veneer and an affectation of art knowledge. Children painting at a group of easles is a delightful picture, but it does not completely train for their tomorrow. Children expressing on paper anything they want is a proper relaxation and an opportunity for individuality, but it does not establish for them the guideposts for an art continuance and enjoyment of a complete art life. Only that Art can live which will bring Beauty into the lives of the **most** people. Art will live when it is integrated not only through school subjects but on through the homes and civic improvements of every community. The queer, the sordid, the ugly and freakish types of pictures, misnamed Art, will pass into oblivion. Art should perpetuate the lovely and desirable in nature. If Art does not endeavor to enrich and enoble life by enhancing man's every environment, it loses its main function. It depends on every teacher of art to encourage a sane, organized course of art study. It may be less spectacular, but a more durable course to follow. Art plus Application will succeed."

With this quotation in mind you will find that in all the grades I have tried to arrange the courses so that we have representation, design and application, using the simpler materials and their techniques. The holidays are used to correlate with subjects which they represent. Application of color theory is taught in all the grades from the first to High School, beginning with recognition of color in the primary school to the more advanced theory of color harmony.

This year appreciation of the fine paintings of old masters has been introduced in the form of tableaux and living reproductions of famous paintings by using the holiday programs and selecting paintings representative of the special days.

The High School students entered the poster contest in connection with the Basketball Tournament and produced some very creditable posters, in fact so creditable that one was awarded first prize. This is the second time that one of our students has received first prize.

Every year the pupils of the junior and senior classes of the High School have made a trip to Boston to visit the museums to see the works of famous painters which they have studied during the year. Previously they have been driven to Boston in private cars but last year the numbers had so increased that this was not advisable so they traveled with the music students on their annual trip. This coming June we hope to be able to raise enough money to hire transportation so that more students may enjoy this educational and enjoyable trip. With this in mind the students have printed a calendar the sale of which we hope will go a long way to help finance the trip.

The pupils of the fourth grades through the High School have already entered the "Poppy Poster" contest sponsored by the local American Legion Auxiliary. This contest is affiliated with the State and National contest.

In all the work that we are doing I can give only praise to the willing group of teachers in our schools who are always cooperative and helpful; without their help it would be impossible to carry out our course of study. I wish to thank Mr. Wrightson for his interest and cooperation in all projects.

I thank you, Mr. Burke, for your encouraging and helpful suggestions.

Respectfully submitted,

LYDIA LESORMEAUX.

REPORT OF SUPERVISOR OF MUSIC

Turners Falls, Mass.

January 14, 1938

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

My dear Mr. Burke:

I submit herewith my report as Supervisor of Music in the elementary schools of the Town of Montague for the year ending December 31, 1937.

Music is a necessity in the lives of each and everyone of us. For proof of this we need only to consider the function of music in ordinary every day life. A home without a radio tuned to some musical program from early morning to late evening is rare. Every moving picture has its accompanying musical score. School bands add to the thrill of every good ball game. Medical authorities recognize the value of music in the treatment of mental diseases. Every church service has its musical program.

Because of its important function in life, it becomes an educational subject and, therefore, has a definite place in the public school curriculum. Being an educational subject, then, it must have definite objectives. All of the work in the elementary grades is carried out with this fact in mind and I base my work on the following two objectives:

1. Enthusiasm for and appreciation of the best in music literature.
2. Knowledge of the essential rudiments of music.

First and foremost, the children must enjoy music. Enjoyment leads to enthusiasm and appreciation which in turn leads to a desire to learn more about the structure of the music. For this reason I carefully examine and evaluate all of the music material at hand and give the pupils the very best. All of my work in the elementary grades is necessarily from a vocal standpoint. Very few of the children have musical instruments but all are endowed with a certain amount of voice. These voices are carefully watched and trained during the music period, not with the idea that they will become soloists and pursue singing as a vocation, but as the common medium through which all may receive a firm musical foundation for use long after graduation from high school. The songs chosen must be of use in developing the knowledge of music notation as well as musical taste. I carefully plan and grade the songs so that when the pupils reach the Senior High School they are fully prepared to handle either orchestral or choral music.

The first of each month I give each teacher a plan and a list of songs to be studied during the month. Classes vary in talent so some cover just what is outlined but others do more than the required amount of work. As far as possible I correlate the music with the social subjects of the curriculum. The children of the lower grades are taught songs about the Dutch children, the Eskimos and the Indians as they study the lives and customs of these people in the Geography lessons. The upper classes study the music

of Europe and Asia in conjunction with their Geography and History study. I also choose special and appropriate music for use with the holiday and assembly programs.

Appreciation of music must be taught through listening lessons as well as active participation in music. The victrola and records are used for this work. The pupils listen to and become familiar with some of the world's best known lullabies, various dance forms such as the Minuet, Gavotte, Waltz, etc. They become familiar with the famous children's opera, "Hansel and Gretel", music of foreign lands and large musical forms such as Overtures. They are taught to recognize by sound all of the instruments of the orchestra.

Whenever possible the primary grades of the Montague and Montague City schools use their rhythm instruments with their songs. This helps develop their rhythmic sense and enthuses them to study an instrument of a real orchestra. The piano at the South End building is a great addition to our department there. The children derive so much enjoyment in having an accompaniment to the songs they study.

I would like to have the Seashore Musical Talent tests introduced into our school system. These tests would be a great aid in guiding the pupils and assisting the parents in choosing the correct musical instruments for their children. There is such a vast difference in musical talent. All are not equipped to be good pianists, even with years of study, neither can all be good violinists as they may lack the motility and keen ear necessary for this particular instrument. A child may not have the keen ear necessary to play a French horn but he may have an outstanding sense of rhythm and be a great asset in the percussion section of any orchestra. Then, too, there are some who are more interested in singing and if the tests show the keen ear, the sense of pitch and good taste necessary for good singing they could be guided into joining a special vocal class. I believe this set of tests is the greatest need in the music department of our system.

I am gratified to know the school music work does carry over into the music of the community. During the past year three children's choirs have been formed in the churches in the town. I have noticed an increase in the number of children studying privately on one instrument or another. I have also noticed several young men who are still in high school, in our town band. This year the group of carollers at the Community Christmas Tree was the largest since its beginning six years ago.

I wish to thank you for your interest in my work and the cooperation you have given me. I wish also to thank the teachers for their daily work with the pupils.

Respectfully submitted,

FLORENCE ARGY.

REPORT OF SUPERVISOR OF MUSIC

Turners Falls, Mass.

January 14, 1938

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Sir:

I have the honor to submit herewith a report of the various musical activities in the High School and grammar grades for the year just past. During the construction of the new buildings we were hampered to no small degree by the lack of suitable room to rehearse the several groups. This condition lasted until the new auditorium became available for use in the spring. I am glad to say, however, that in spite of these difficulties all of the various musical activities were carried out with the exception of the class assemblies which were, of necessity, omitted for the above reason. Needless to say, since September with the new buildings fully in use we have not had these difficulties.

Chorus work is required of every pupil in the High School. In addition, the freshmen are required to take one period per week of music appreciation. Two hundred twenty high school students are engaged in music study other than the required chorus work.

The Glee Club had a roster of about one hundred and, with the school orchestra, gave a very creditable concert after having experienced much difficulty in finding a place for adequate rehearsal. The school orchestra numbered seventeen of which nine were girls and eight were boys. This group furnished music for a number of occasions and was the best orchestra that the school has had for a number of years.

Our Band is probably the most active unit in the school as its work is continuous from September until the close of school the following June. Last season the band had a membership of thirty-eight, twenty girls and eighteen boys. Beginning with the Greenfield Fair, the Band played for the football games, the basketball games, the Mass. State Basketball Tournament, a concert in the Shea Theater and Memorial Day services in Conway, Gill and Turners Falls. The Band also played for four Field Days at the various schools and closed a very successful season by playing in a consolidated concert with the Turners Falls Military Band at Unity Park in June. I am glad to say that the present band is also doing excellent work and is having a season no less busy than that of last year.

In the music appreciation classes we have recently acquired some new records which will add materially to the course. The seventh and eighth grades have continued their chorus assemblies as of some years past and a small group of girls has been organized into what I hope will be a permanent glee club.

No report would be complete without a word of appreciation of the unfailing encouragement and support that I have always received from you and from Principal Wrightson.

Respectfully submitted,

CHARLES M. BICKFORD.

REPORT OF PHYSICAL DIRECTOR

Turners Falls, Mass.
January 14, 1938

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Sir:

I herewith submit my annual report as Supervisor of Physical Education in the Town of Montague.

Posture is our first aim in physical education. A posture banner is presented to the class with the highest percentage for each two months. Posture buttons are awarded to the children in the fourth grades and up through the sixth if they have received one hundred per cent throughout the year. However, there are a number of children in the system who are physically handicapped with spinal curvature. This condition may be attributed to malnutrition. Unless the body receives milk and vegetables it cannot build strong muscles to maintain correct posture. Eventually these defects will become permanent.

Miss Sullivan's fifth grade received an average of eighty-nine per cent for the entire year in posture. This is an outstanding record for a large group.

Objectives in Physical Education**A. Grades 1-3**

1. Poise, grace and rhythm.
2. Neuro-muscular development and control.
3. Recreation.

Developed through:

- a. Story plays.
- b. Simple folk dances and singing games.
- c. Games and stunts.

B. Grades 4-6

1. Posture training and Triple Posture Test.
2. Poise and control, grace and rhythm.
3. Recreation and sportsmanship.
4. Response to commands.

Developed through:

- a. Mass exercise, individual corrective work.
- b. Folk Dances.
- c. Organized games.
- d. Elementary marching.

C. Grades 7-8

1. Posture training and triple posture test.
2. Grace, poise, rhythm, courtesy and manners.
3. Recreation, use of leisure time.
4. Sportsmanship and citizenship.
5. Alertness and discipline.

Developed through:

- a. Exercise in mass, individual correction.
- b. Social Dancing.
- c. Organized games.
- d. Military Marching.

D. High School Girls

1. Posture training and neuro-muscular control.
2. Big muscle activity.
3. Response to command.
4. Recreation, sportsmanship.
5. Health Training.

Developed through:

- a. Mass exercise, individual correction, basic floor work.
- b. Highly organized games and tumbling.
- c. Military and figure marching.
- d. Organized class games.
- e. Personal hygiene.

The new gymnasium and athletic field have been an inspiration to the girls. Various programs are in effect that have previously been an impossibility.

The basketball girls placed third in the Hampshire League last season. The girls who received letters are as follows:

Veronica Bakula	Bernice Pervere
Florence Golonka	Grace Podlenski
Mary Golonka	Anna Tumenski
Marion Greene	Eleanor Yobst

Interclass games were enjoyed by a large group of girls from each class. The first sophomore team received numerals:

Julia Bocon	Claire Fisette
Alice Balchunas	Helen Hoynoski
Cecile Charest	Florence Strange
Elaine Ducharme	Monica Tranowski

In closing I wish to thank all teachers for their cooperation throughout the year. To you, Mr. Burke and to Mr. Wrightson I express my sincere appreciation of the assistance and cooperation given to me.

Respectfully submitted,

GLADYS M. TOWNSLEY.

REPORT OF SPECIAL CLASS TEACHER

Turners Falls, Mass.

January 14, 1938

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Sir:

I herewith submit my report as Special Class Teacher in the Montague Center School.

For the past year the class has been composed of eighteen pupils. The present membership of the class is twelve. These children are in a Special Class because they have not been able to profit by the instruction of the ordinary classroom and have been assembled in a small group for purposes of instruction particularly adapted to their needs as individuals and as a group. Their ages range from eight to almost sixteen years and the work they are able to do ranges from the first through the fifth grade.

Each child is treated as an individual and works according to his ability. The children are therefore divided into groups in the various subjects taught according to their different abilities. I have had five reading groups and two groups in social studies. The arithmetic has practically all been done individually although the oldest pupils have had their oral work as a class. Language, Music, Art and Physical Training are taught to the group as a whole.

Most of the children have been in the class for several years and for this reason I have found it necessary to change methods of procedure often to maintain interest. For instance, one of their most serious handicaps is lack of ability to read well. The books that have stories which interest children of their ages are too difficult for them to read independently. However, this past year I have given them more difficult books to read, thinking of interest rather than of ability. It seems to me that by this method they have really improved silently and orally and worked harder in order to stay in the particular group to which they were assigned or to progress to a higher group. At first we read individually but for some time have read in small groups. Three pupils are still reading individually due to inferior or superior ability. They receive individual and class help with word lists thus giving them tools to get by their own efforts the thought expressed in the printed or written work and to enable them to enjoy the knowledge and inspiration to be found in books. Dictionary work was a new phase adopted last fall to create interest and, incidentally, it helped to increase their vocabularies. I hope that this will carry over as an aid to recognition and pronunciation of words. Most of the children like to read in spite of their difficulties and they spend any extra time they may have in reading for pleasure. They also have taken books from the town library for home reading. As they enjoy having me read to them, I have spent a short time each day in that way.

A part of every day has been spent on manual and industrial arts. The boys who have been in the class longest have become

quite skillful in the use of tools and are able to make many useful things for the home. They take great pride in making and finishing an article well and some are quite original in their designs and patterns. They have been allowed, as far as feasible, to make objects of their own choosing which appeal to them as a project and to work independently to bring each project to completion with as little assistance as possible. The smaller boys need much instruction, assistance and supervision at first. They begin by learning the names, uses and care of tools. They make simple articles at first and finally, start a regular course which leads to the construction of more difficult articles. Among the projects of the class this year have been the following: bread boards, pup stools, foot stools, shelves, book ends, garden figures, bird houses, magazine racks, tabourets, modernistic cabinets, end tables with shelves and book troughs, book cases which were made, painted or varnished, and bookcases which we bought to finish. Three of the boys have decorated screens, one in comic strips, another in modernistic design and a third in conventional design. We have also made articles for people who ordered them and were able to secure some articles of furniture to refinish.

We have had two girls in our class this year who have made simple towels, involving the processes of basting, hemming and simple embroidery stitches. They have also made holders, hot dish mats, yarn woven squares and crepe paper flowers.

For industrial arts we have completed decorative maps, coasters, hot dish mats, decorative string holders, small shelves, rings of beads, wall hangings, leather pocket books and comb cases, tiles, paper plates, pot holders, tooth brush holders and coat hangers.

Outside of class work the boys have taken an active part in football and baseball practice, several of them participating in the games played. These activities as well as furnishing healthful out-of-door exercise help to develop many desirable social qualities such as leadership, sportsmanship, team work and cooperation. They also give an opportunity to take part in competitive games and to mingle with other boys of their own ages and physical development.

I should like to take this opportunity to urge parents and friends to visit our class.

In closing I wish to express my appreciation of the cooperation and help you and Mr. Cox have given me with my class.

Respectfully submitted,

MARIAN E. COWAN.

REPORT OF SPECIAL CLASS TEACHER

Turners Falls, Mass.

January 14, 1938

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Sir:

I herewith submit my second annual report as Special Class teacher in the Montague Grammar School.

There are at present nineteen pupils enrolled in the class, two girls and seventeen boys. The chronological ages range from ten to sixteen and the mental ages from five to eleven years.

Although Special Class children do not get along too well in academic subjects, they are able to work with their hands. For this reason part of each day is set aside for manual work of one kind or another. During the past year the girls made aprons, dolls, table runners and hot dish mats. The boys made bookcases, bookends, sewing bags, neck tie racks, brush holders, brushes, lamps, pocketbooks, beaded and leather bags. With the money obtained from the sale of articles we were able to buy some much needed material.

For some reason or another these children have not displayed the ability to cope with academic subjects and it seems only fair that they should be given every opportunity to develop any other ability which they might possess. It is the duty of the Special Class teacher to attempt to discover the latent abilities and interests. I believe that it is a good investment for society to provide these children with the materials necessary for this experiment with the hope that these boys and girls will learn something that they may enjoy and use after leaving school. An ideal plan would be to give the older boys a chance to go out for an hour or two in the afternoon to learn a trade and to earn a little money, even if only ten cents a day. The fact that they have earning power certainly gives them self-satisfaction and helps them to overcome the sense of inferiority which they feel in competition with normal children.

Some of the objectives of a Special Class which I am trying to carry out are the following:

1. To keep in mind the ability, limitations, and interests of the children.

To consider the inability of the average child to concentrate with any degree of success on a subject in which he has no interest, imagine a child below normal struggling with a subject of which he has absolutely no comprehension. Keeping in mind the fact that people are not equally capable in all subjects, so too, the pupils in a Special Class are not mentally capable of work of the same level in all subjects. For instance, one boy may do fifth grade arithmetic and geography but may do third grade reading and, perhaps, only second grade spelling. Thus, it is necessary to adapt work to the mental level of each individual. To do this the class is divided into several groups for each subject. In read-

ing we have first, second, third, fourth, fifth and sixth grade groups. As reading is one of the most important of the subjects, we spend more time on it than on any other. The only subjects in which I have the class as a whole are health, music, physical training and drawing. In all the others we have groups to deal with the individual differences of the pupils. Thus, we try to give to each pupil the work for which he is mentally fitted and in which he can be contented. When a child is doing what he doesn't understand his mind is in a turmoil and nothing could be more detrimental to his health.

2. To build up the health of the children.

Because these children are not mentally able to undertake any "white-collar job" they naturally turn to physical labor as a means of self-support. Doing this type of work demands a good healthy body in order to continue on the job without impairing one's health. The children are checked daily on their health habits. It is certainly gratifying to realize that even a few of the parents are cooperating in the matter of having the children's teeth tended to. Malnutrition and physical handicaps such as diseased tonsils and teeth, poor hearing and eyesight tend to retard a child and often by correcting these defects the mental condition is alleviated and the child's work progresses more rapidly.

3. To prepare for participation in community life.

The children have to learn how to live peaceably with their neighbors, to share materials, to consider the rights of others, and to cooperate with each other.

In closing I wish to thank you, Miss Maccabe and Miss Shananhan for the cooperation which has been given me.

Respectfully submitted,

FRANCES A. NORTON.

REPORT OF AMERICANIZATION CLASSES

Turners Falls, Mass.

January 14, 1938

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Sir:

I herewith submit my annual report as Supervisor of Americanization in the Town of Montague.

The primary purpose of the Americanization Classes is to prepare our foreign-born for citizenship. To accomplish this objective it is necessary to have a thorough understanding of the instructions issued by the Immigration and Naturalization Service at Washington and to develop a course of study applicable to and in conformity with these requirements. In order to formulate such a course there have been joint conferences of educators and immigration officials, sponsored by the State Department of Education and held in different parts of the state. At these meetings open discussion was encouraged, debate between groups stimulated; and each one of us had a chance to express opinions or ask questions.

The net result of these conferences was well summarized by Commissioner Mary H. Ward of the United States Immigration and Naturalization Service in the New England District at the New Bedford Hotel, Wednesday, November 17, 1937. She emphasized the fact that heartiest cooperation exists between her office and the State Department of Education in Massachusetts where, by reason of this cooperation, a new plan of naturalization procedure is being carried out. "Massachusetts has been selected," said Commissioner Ward, "for the reason that the present accomplishments in teaching naturalization classes and in the development of study material for such classes have been outstanding."

Because of this cooperation between educators and immigration officials a better understanding of the problems of each has developed and a fairer type of examination for the applicant for citizenship has evolved. All "trick questions" and irrelevant queries are barred. "The requirements for citizenship shall be those prescribed by law rather than a reflection of the views of individual examiners." Actual familiarity with and attachment to the principles of the Constitution of the United States are to be required rather than the memorization of facts and phrases.

Under the direction of Miss Mary L. Guyton, State Supervisor of Adult Alien Education supervisors throughout the state have for the past two years been making a study of the Constitution and have been developing lesson plans and material applicable in content and language to the capabilities of our adult alien population.

This year the whole state has reaped the benefit of that intensive study for the State Department of Education has printed for use in Americanization Classes "Reading Lessons for Citizenship Training on the Basic Principles of the Government of the United States" by Massachusetts Supervisors of Adult Alien Edu-

cation under the direction of Mary L. Guyton, State Supervisor." Along with this a comprehensive manual for teachers has been provided, the purpose of which is to guide teachers so that prospective citizens will comprehend the principles of our Constitution in an intelligent way and will be able to realize their duties and responsibilities as well as their rights and privileges as American citizens.

This study of the Constitution is the work of the Advanced Class of which I have charge; and I am very happy to say that members of my class not only seem to grasp the meaning of difficult phrases and expressions relating to the principles of government but they really seem to enjoy what most people consider a rather dry subject. I am convinced of their desire to become a part of this government because of their interest in current governmental problems and the intelligent questions they bring before the class for discussion. Each year that I have taught this Advanced Class I have felt the more enriched by a better understanding of the Constitution of the United States, not because of more intensive study on my part, but because of the diversifying opinions and ideas that members of the class bring up for discussion.

Naturally, I am very much interested in the Advanced Class since I have taught it for more than a decade, but I confess that it would be impossible for me to develop my course if it were not for the splendid preparation given these people in the Beginners' and Intermediate Classes taught by Miss Blöndena Argy and Mrs. Myles Keough. Their kind cooperation in every phase of Americanization, whether the educational part or the social side of the work, has been most gratifying to me and I sincerely appreciate it. I feel that they deserve much credit for the success of Adult Alien Education in Turners Falls; and this has been my attitude during all the years that I have been associated with them in this work. There is a very evident cooperative spirit between teachers and students which Miss Guyton claims to be the first requisite for success in Americanization work.

The purpose of Miss Argy's class is to give basic material that will attack illiteracy in its most elementary form. In her experience she has proved that almost any adult, if not seriously handicapped mentally, can learn to read and write with enough facility to escape the stigma of recorded illiteracy. That is, he can learn to write his name, address, and other identifying data and to read a few signs and directions necessary for his own protection. A limited number of adults find it impossible to go beyond this goal.

Mrs. Keough's class continues work from this point and progress is usually somewhat more rapid in her class. She develops techniques and subject matter that will be useful to the group of adults who emerge from bare illiteracy into a class of literate people desiring further education. These persons develop the ability to write simple letters, to read newspapers and other printed matter and begin a study of the requirements of citizenship. Historical events are explained to them; and they become familiar with the lives and accomplishments of our great statesmen and leaders, thus becoming acquainted with the ideals of our democracy.

We opened our classes in October with an enrolment of fifty-eight which compares very favorably with last year. At that time

we closed our school in March, giving out forty-five certificates, which indicated that forty-five people had successfully completed the work of their respective classes. I am particularly delighted to report that attendance has been splendid this year, absence from class being rare except in case of illness.

For the assistance which Miss Argy and Mrs. Keough have given me during the past year in making out first and second papers for prospective citizens, I wish to take this opportunity of expressing my deep appreciation and sincere thanks. Clerical work of this type, I know, has taken much of their time as well as the many letters they have written to straighten out entanglements in difficult cases. However, I am positive that Americanization teachers give their services willingly; and for that reason, I readily announce that if anyone is having difficulty in the matter of becoming a citizen, he is welcome to the services of the Americanization teachers.

I have already stated that the basic aim of our night school classes is to prepare men and women for citizenship. The fact is widely recognized, however, that these courses provide helpful information relating to personal and civic problems. More than that, they cultivate pride in good citizenship. They stimulate the minds of adults and enrich their experiences, revealing wider opportunities and desirable forms of pleasure and recreation. Lastly, they arouse keen interest in reading and in continued education.

We Americanization teachers feel that these results are essential both to personal advancement and to industrial, political, and civic progress.

Respectfully submitted,

MRS. PETER FOLEY.

REPORTS OF SCHOOL PHYSICIANS

Turners Falls, Mass.
January 14, 1938

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Sir:

Following the schedule of previous years the pupils were examined with the following results. There were a number of cases of poor nutrition. Contagious diseases were not in evidence this year. Great improvement is noted in the correction and care of the teeth. There are few cases of heart disease, asthma and bronchitis.

In addition to the work in the schools a number of cases were seen at the office. I have attended, insofar as I have been able, the football games, ready for any casualty that might happen. There were but slight injuries. The boys who are in athletics were examined the first week in September. A file containing written consents of parents having boys in athletics is at the office of the High School Principal.

I wish to thank all who aided me in this work, especially Miss Maccabe for her great service.

Respectfully submitted,

JOSEPH R. CHARRON, M. D.

REPORT OF SCHOOL PHYSICIAN

Turners Falls, Mass.
January 11, 1938

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Sir:

The annual physical examination of the pupils of the Highland School was made at the beginning of the school year and parents were notified by the school nurse of any defects found during this inspection. Bi-weekly visits were made to the school and individual cases called to my attention by the teachers were investigated.

The general health of the pupils is of a high standard and there has been no outbreak of any disease which would seriously interfere with the school attendance.

I thank the school nurse, superintendent, teachers and parents for their cooperation.

Respectfully submitted,

S. P. WOODBURY, M. D.

REPORT OF SCHOOL PHYSICIAN

Montague, Mass.,
January 10, 1938

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Sir:

There have been no outstanding events so far in the school year as we have not had an outbreak of any of the acute eruptive diseases among the pupils. Coughs and colds as usual, and two or three minor accidents make up the sum total.

The continued improvement in the care of the teeth and throat conditions is very gratifying and indicates the activity of the school nurse.

Respectfully, submitted,

GEORGE A. COOKE, M. D.

REPORT OF SUPERVISOR OF ATTENDANCE

Turners Falls, Mass.
January 14, 1938

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Sir:

I hereby submit my report as Attendance Officer for Precinct 1 during the year 1937:

Children kept at home on account of illness	57
Children kept at home by parents	19
Children kept at home for lack of clothing	4
Children who had left town	3
Children found working	2
Children returned from streets	11
Children kept at home for other reasons	22
Total	118

In closing I wish to thank Mr. Burke, Mr. Wrightson, teachers and parents, for the cooperation and assistance which has aided me in this work.

Respectfully submitted,

WALTER P. CASEY.

REPORT OF SCHOOL NURSE

Turners Falls, Mass.

January 14, 1938

Mr. Arthur E. Burke
Superintendent of Schools
Turners Falls, Mass.

Dear Sir:

I herewith submit my yearly report as School Nurse for the Town of Montague for the year 1937.

After the schools closed in June two hundred forty-five homes were visited. This is an unusual number but each and every one of these visits was important. Here is a brief summary of these visits:

Chest Clinic or Chadwick Clinic children visited.

Pre-School children visited—to instruct about vaccination and urge good physical condition before entering school.

Mentally retarded children or those who repeat grades.

The reason, perhaps, for poor scholarship and repetition of grades may be a physical disability such as poor vision, loss of hearing and poor nutrition. Environment has a great deal to do with the child's attitude toward school work and parents can exert a great influence in this respect. A teacher wants good material to work with but a child cannot keep up with his studies if he has poor eyesight, has frequent colds due to diseased tonsils, and is absent a great deal from school in consequence.

The work of the School Nurse is not to nurse or to prescribe in sickness; her work is to promote good health by instructing not only the children but the parents or guardians in the welfare of the children. One cannot just visit the child in a family. The environment and heredity must be understood. It takes time and patience to visit with those who do not understand English and who, perhaps, do not quite understand why a stranger should presume to go into their home and to tell them what they should or should not do for their children. But I can say without exception that when they do understand I am met with a warm welcome. A person going into any of our classrooms will always see clean children. The days are past when children having impetigo or pediculosis attend school. The appearance of the children alone shows that we in the School Department do receive the cooperation of the parents in the physical welfare of the children.

In December we completed the Chest Clinic which was held for all the pupils in the High School.

255 pupils took the skin test and 13 teachers.

118 reacted to the skin test and were x-rayed.

21 had special examinations by state doctor.

Fifteen pupils have had this yearly examination and x-ray picture for a number of years as a precautionary measure because they have lived with tubercular parents. I want to make this definite that here are no tubercular children in our schools, tuberculosis being an infectious disease. It is through the early recognition of tuberculosis found in the child especially during the adolescent period that we can hope to stamp out the white plague.

At the beginning of the school year in September the hearing of the children from grade three through High School was tested by the audiometer. We were fortunate to have the services of Miss Juliet Whitteker, Consultant School Nurse of the State Department of Health, who used the audiometer supplied by the State Department. This testing of hearing lasted eight days for it was necessary to re-test many of the children.

Total number of Audiometer-tested children	1341
Total number re-tested	381
Noticeable loss of hearing	53
Need of home visits by nurse in regard to colds, running ears and need of watching the ears—not included above	53

Many children who have a loss of hearing visited the doctor for an ear examination. In a number of instances the doctor has written me for the audiometer report, thus showing that parents do realize how serious it is to have a loss of hearing.

Too much credit cannot be given for the splendid cooperation evidenced by the School Committee, Superintendent and teachers and parents when these tests were given. Obviously, it would be a waste of time and effort to continue the use of the audiometer if nothing more than a compilation of statistics were accomplished. In the worst cases of hard of hearing pupils it may be advisable to have a lip-reading class to alleviate the handicap of the hard of hearing pupil who is unable to hear the teachers' directions or lessons. The good work of testing the hearing with the audiometer has been started—shall we have results?

Many centuries ago the Great Teacher said, "Suffer little children to come unto me," and since then, to a greater or less extent, all mankind has been interested in the care, training and education of children. The word "Education" indicates to great masses of people only things of the brain, of the intellect. This is not so; the whole organism enters into everything one does. Education must be concerned with the whole individual, the mental, physical, social, moral and cultural aspects of life. The health education that is carried on in our schools by the teachers and all of the supervisors is showing results. We may not see it stand out definitely but as the children of today are citizens of tomorrow, we are laying a solid foundation for their future health, both mentally and physically.

The three school physicians, Dr. Charron, Dr. Woodbury and Dr. Cooke, gave the physical examinations of the children very early in the school year. This, we believe, is better than examining later on in the year for the child has the whole of the school year before him and he understands that with a serious physical defect he cannot accomplish the school work that he should do.

We are indeed fortunate in having in our High School a cafeteria, conducted by Mrs. Taber. The pupils may purchase a well-balanced and inexpensive meal. The nutritionist of the State Department of Health has said that this cafeteria is one of the finest that she has seen.

At Montague Center about one hundred fifty children sit down every day to a noon lunch, at least two hot dishes being served. Mrs. Covey who cooks these meals has also made a study of what the children need and should have. These school lunches

have been made possible by funds from the Parent-Teachers Association of Montague and donations of fruit and vegetables and canned goods from private individuals.

As in my previous reports I emphasize the definite need of a school dental clinic. It would be a good investment in health for the children. These past few years of depression have left their mark in the poor nutrition of the children. A mal-nourished child suffers in poor tooth material but, in so many cases, dental work for children would mean a general improvement in their health. The teachers have given from their dental fund to help the worthy cases but the need is too great for a few individuals to undertake.

In closing I wish to express to you, Mr. Burke, to the teachers and to the social agencies my appreciation of the fine spirit of cooperation and help which has been shown me.

Respectfully submitted,

SUSAN MACCABE, R. N.

Number of visits to classrooms	1326
Number of visits to homes, parents, social agencies and meetings	530
Number of office visits	160
Number of clinics	3
Number of children fitted to glasses to correct vision	31
Correction of dental defects	136
Number of children excluded for impetigo	3
Number of children excluded for pediculosis	2
Number of children exposed to diphtheria	3
Number of children exposed to scarlet fever	3

ENROLMENT OF PUBLIC SCHOOLS, MONTAGUE **September, 1936**

<i>Grades</i>	<i>Montague</i>	<i>Millers Falls</i>	<i>Montague City</i>	<i>South End</i>	<i>Central St.</i>	<i>Old 8th St.</i>	<i>New 8th St.</i>	<i>Grammar</i>	<i>High School</i>	<i>Total</i>
1	27	21	11	16	65	.....	.....	.....	.....	140
2	20	16	9	14	58	.....	.....	.....	.....	117
3	23	12	17	16	.....	68	.....	.....	.....	136
4	23	17	10	11	.....	74	.....	.....	.....	135
5	20	19	8	20	.....	.....	63	.....	.....	130
6	31	14	17	.....	.....	.....	54	30	.....	146
7	20	20	15	.....	.....	.....	.....	95	.....	150
8	28	23	10	.....	.....	.....	.....	83	.....	144
9 .....	.....	.....	.....	.....	.....	.....	.....	.....	156	156
10 .....	.....	.....	.....	.....	.....	.....	.....	.....	145	145
11 .....	.....	.....	.....	.....	.....	.....	.....	.....	130	130
12 .....	.....	.....	.....	.....	.....	.....	.....	.....	97	97
13 .....	.....	.....	.....	.....	.....	.....	.....	.....	12	12
Special	14	.....	.....	.....	.....	.....	.....	17	.....	31
Total	206	142	97	77	123	143	117	225	540	1,669

ENROLMENT OF PUBLIC SCHOOLS, MONTAGUE **September, 1937**

<i>Grades</i>	<i>Montague</i>	<i>Millers Falls</i>	<i>Montague City</i>	<i>South End</i>	<i>Central St.</i>	<i>Old 8th St.</i>	<i>New 8th St.</i>	<i>Grammar</i>	<i>High School</i>	<i>Total</i>
1	23	15	15	15	43	.....	.....	.....	.....	111
2	25	16	8	15	64	.....	.....	.....	.....	128
3	19	16	12	11	.....	59	.....	.....	.....	117
4	20	13	14	13	.....	70	.....	.....	.....	130
5	24	22	9	13	.....	.....	66	.....	.....	134
6	18	15	10	2	.....	.....	57	27	.....	129
7	23	13	15	.....	.....	.....	.....	87	.....	138
8	18	20	15	.....	.....	.....	.....	95	.....	148
9 .....	.....	.....	.....	.....	.....	.....	.....	.....	170	170
10 .....	.....	.....	.....	.....	.....	.....	.....	.....	136	136
11 .....	.....	.....	.....	.....	.....	.....	.....	.....	126	126
12 .....	.....	.....	.....	.....	.....	.....	.....	.....	105	105
13 .....	.....	.....	.....	.....	.....	.....	.....	.....	8	8
Special	13	.....	.....	.....	.....	.....	.....	20	.....	33
Total	183	130	98	69	107	129	123	229	545	1,613

GRADUATION EXERCISES OF THE CLASS OF 1937

Turners Falls High School

PROGRAM

High School Auditorium

Thursday, June 24, 1937

PROCESSIONAL:

Fest MarchLumbye
High School Orchestra

HONOR ESSAY:

Horace Mann—The EducatorNellie Wozniak

HONOR ESSAY:

Horace Mann—His Ideas and IdealsStephen Siteman

HONOR ESSAY:

Education—Maker of MenFrank Bush

ORCHESTRAL SELECTION:

A Tone PictureW. Rolfe
High School Orchestra

COMMENCEMENT ADDRESS:

“The Significance of Horace Mann”
President Martin F. O'Connor
Framingham State Teachers' College

PRESENTATION OF DIPLOMAS:

Joseph S. Keating, Superintendent of Schools

AWARD OF MEDALS:

Rensselaer Polytechnic Institute Medal
Washington and Franklin Medal
Principal Arthur E. Burke

SINGING OF CLASS SONG: Class of 1937

SINGING OF ALMA MATER SONG: Student Body

RECESSIONAL:

Pomp and Circumstance No. 1Elgar
High School Orchestra

CLASS MOTTO

“Our Aim: Success; Our Hope: To Win”

GRADUATES OF TURNERS FALLS HIGH SCHOOL

Class of 1937

Mary Jane Annear	Roy Daniel McCarthy
Antoinnette Helen Banash	Marion Sarah McClary
*Rosalie Agnes Beaubien	**Ruth Emma Milkey
Edward Bergiel	*Elliott Arthur Moreau
Donald Edward Bishop	†Matthew Michael Mucha
Mary G. Bogusz	Edward J. Murphy
Elphege Armand Bonnette	Paul J. Nadeau
Beulah Rae Brown	Ruth Anna Neipp
Marjorie E. Buckmaster	Genevieve Steffie Niedbala
Abbie Emma Burnham	Genevieve J. Niedzwiecki
Francis U. Burnham Jr.	Charles John Noga
*†Frank Joseph Bush	Edmund Bernard Olchowski
Margaret Cahill	Chester J. Osowski
Cecelia Marie Carme	Bernice E. Pervere
Myrtle Helen Covey	Mary Kate Ptak
Kathleen Louise Currie	Edward John Putala
Jennie Julia Darash	Mary A. Quinn
Frank Joseph Dobosz	*Dorothy Hazel Rau
Edward Richard Ducharme	Earl David Remillard
Sarah Mae Dykes	*Rita Alice Rivet
Evelyn Ruth Fisette	Bernard J. Rosewarne
James Louis Fournier	Telesphore William Ryan
Norman Edward Frigon	Harriet T. Samoriski
Robert Marsh Gillette	Bernard Joseph Sazama
†Charles Joseph Gloski	Harold Edward Sears
Emil Anthony Golonka	Philip Robert Shanahan
*Genevieve Phyllis Gozieski	*Paul Maynard Shumway
*Phyllis Mae Griesbach	Edward Arthur Sicard
*Norma Carolyn Grogan	*Stephen Siteman
James Albion Gunn, Jr.	Rose Solomon
†Howard W. Haskins	Eugene John Sopollec
*June Teresa Hillman	Mary Elizabeth Sovecki
Charles Edward Holewa	Eugene Leonard Staiger
Marcel Thomas Hoynoski	Richard Stoughton, Jr.
Catherine Madeline Jurgilewicz	*Frederick D. Sullivan, Jr.
John M. Kiley	*Leonard Victor Thornton
Joseph Victor Kosewicz	Helen Antoinette Vlach
Anthony Kostrzewski	Henry G. Waidlich
Stanley Charles Kosloski	Albert Wayne Welch
Helen J. Krusiewski	*Dorothy Marion Winch
*Alice Phyllis Kulch	William John Wissmann
Kenneth Leonard Lapean	John Owen Woodin
Raymond J. Laskowski	*Nellie M. Wozniak
Robert Lombard Leary	*Helen Mary Yukl
Imelda Mary Legere	Mary Julia Zak
Helen Margaret Martin	Ethel Catherine Zimmerman
Charles John Mathieu	Anna Martha Zink
	Stanley Frank Zurko

* Members of Pro Merito Society

** Honorary Membership Woman's Club

† Winners of Rotary Awards

‡ Winners of Marston Awards





